



# Simply RSHE Mapping Only


Supporting the new statutory changes to Relationships Education and Health Education

DREAM

















## Families and people who care for me

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That families are important for children growing up safe and happy because they can provide love, security and stability.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Caring Friendships

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How important friendships are in making us feel happy and secure, and how people choose and make friends.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to manage conflict, and that resorting to violence is never right.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Respectful, Kind Relationships

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Respectful, Kind Relationships

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The conventions of courtesy and manners.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Online Safety and Awareness

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Being Safe

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## General Well-being

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The importance of promoting general wellbeing and physical health.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That isolation and loneliness can affect children, and the benefits of seeking support.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That it is common to experience mental health problems, and early support can help.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Wellbeing Online

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Wellbeing Online

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to understand the information they find online, including from search engines, and know how information is selected and targeted.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
That they have rights in relation to sharing personal data, privacy and consent.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
Where and how to report concerns and get support with issues online.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

**Physical Health and Fitness**

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The characteristics and mental and physical benefits of an active lifestyle.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>	✓	✓	✓	✓
The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>	✓	✓	✓	✓
The risks associated with an inactive lifestyle, including obesity.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>	✓	✓	✓	✓
How and when to seek support including which adults to speak to in school if they are worried about their health.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>	✓	✓	✓	✓









Healthy Eating						
Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What constitutes a healthy diet (including understanding calories and other nutritional content).	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
Understanding the importance of a healthy relationship with food.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
The principles of planning and preparing a range of healthy meals.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓

Drugs, Alcohol, Tobacco and Vaping						
Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	Early introduction to this theme.	Early introduction to this theme.	✓	✓	✓	✓

## Health Protection and Prevention

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				



## Personal Safety

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Basic First Aid

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	<b>Early introduction to this theme.</b>	<b>Early introduction to this theme.</b>				

## Developing bodies

Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</p>	<p><b>Early introduction to this theme.</b></p>	<p><b>Early introduction to this theme.</b></p>	<p></p>	<p></p>	<p></p>	<p></p>
<p>The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p>	<p><b>Early introduction to this theme.</b></p>	<p><b>Early introduction to this theme.</b></p>	<p></p>	<p></p>	<p></p>	<p></p>
<p>The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>	<p><b>Early introduction to this theme.</b></p>	<p><b>Early introduction to this theme.</b></p>	<p></p>	<p></p>	<p></p>	<p></p>