

LLfL RSHE curriculum progression map

Revised framework (2026)

Our RSHE key concepts are:

- *Being Safe*
- *Families and people who care for me*
- *Changing adolescent bodies*
- *Health and prevention*

These concepts have been chosen with the statutory Relationships Education, Relationships and Sex Education and Health Education (England) framework 2026 in mind and based on the needs of our pupils. Our key concepts will be throughout the year so that pupils are able to rehearse the meanings of these in different contexts to deepen their understanding. The yearly program has been written in a cyclical format, to allow pupils to revisit learning. For example, pupils will learn about consent in Term 1, and then safe and unsafe behaviours in familial and romantic relationships in Term 2.

Pre-Scheme A					
Keeping myself safe	Me and My Relationships	Changing Bodies	Managing my Health	Health and Prevention	Citizenship
Stories/ Songs: Head, Shoulders, Knees and toes. Pantosaurus	Stories/ Songs: Monkey Puzzle- Julia Donaldson Song: The finger family song	Stories/ Songs: Head, Shoulders, Knees and toes.	Stories/ Songs: Weather song	Stories/ Songs: I Don't Want to Wash My Hands!: Tony Ross (Little Princess) ` Handwashing song	Stories/ Songs: Transition songs 999 song If you're a king and you know it
Core Vocabulary: Yes, no, want, help, stop, no, finished, parts of the body	Core Vocabulary: home, school, Mum, Dad, Brother, Sister, Nanny/ Grandma, Grandad	Core Vocabulary: same, different	Core Vocabulary: want, help, more, finished, outside, sunny, rainy, cloudy, drink	Core Vocabulary: want, help, more, finished, toilet, outside, now, next, first, then, food	Core Vocabulary: stop, go, home, school, wait, off, yes, no, first, then, now, next, same, different, king, police.
Knows the name for the main parts of their bodies.	Recognises themselves in photos. Recognises people in their family/ who care for them.	Understand the key features of the life cycle of a plant and an animal.	Assists adults in applying sunscreen. Follow classroom routines to drink water. Able to wear a hat. Able to wear sunglasses. To begin to know types of weather.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Make healthy choices about food, drink, activity and toothbrushing.	Can recognise the roles of others in British society.

Composite Skills Key:

Can withdraw

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
Term 1	Key Concept	Being Safe				
	Topic	Keeping myself safe	Keeping myself safe	Keeping myself safe	Keeping myself safe	Keeping myself safe
	Composite Skills Component skills	To know the importance of boundaries and permission-seeking and giving in relationships with friends, peers and adults. To be able to identify and recognise their personal possessions and those that are shared. To recognise the personal possessions of others, know that they need to ask to borrow something that belongs to someone else and that they must respect the rights of others who may refuse. Knows what personal space is. To be able to identify their personal space. To know not to stand within the personal space of someone else. To be able to tell someone if they are in their personal space. To know that each person's person belongs to them, and the differences between appropriate and inappropriate	Knows what sort of boundaries are appropriate in friendships with peers and others in relation to touch. To know what consent is and know they should ask for consent before touching someone. To know how to ask for consent. To be able to recognise when consent has or has not been given. Knows how to seek and check for consent Knows how to say no if they do not like how they are being touched. Know the differences between appropriate and inappropriate or unsafe touch. To know what private and public mean. To know the difference between something that is public and private.	To know the concepts and laws relating to harassment. To that there are some types of behaviour that are not safe between peers. To know how to recognise and respond to pressure from peers to do something unsafe or that makes them feel worried or uncomfortable. To know what sexual harassment is and that it is never acceptable, including sexual language, attention, touching, upskirting, pressuring someone to do something, and public sexual harassment. Knows what misogyny is and understands how it violates human rights, Is able to spot signs of misogyny.	To know the concepts of, and laws, relating to, sexual consent. Knows how to seek and check for consent in different contexts Knows how to give, decline and withdraw consent. Knows that consent requires both the freedom and capacity to consent. Knows non-verbal signs that indicate consent is not given. Knows the laws relating to consent, including online. Knows that they should tell an adult if something makes them happy or worried, who to tell and how to do it even if we have been told not to	To know the concepts and laws relating to the abuse and exploitation of children and young people. To be able to identify signs of grooming or exploitation, including criminal and sexual. To know the concepts and laws relating to grooming or exploitation Knows the risks of illegal behaviours online, including drug and knife supply or the purchasing of illicit drugs online. To know the concepts and laws relating to radicalisation. To be able to identify signs of radicalisation. Knows the law as it relates to knives and violence. Knows adults and organisations that they can talk to if they are worried about abuse, violence or knife crime.

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	Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
	or unsafe physical, or other, contact To learn to identify and name parts of the body , including male and female genitalia (penis, vulva only) To know that their body is theirs. Know that they can say no to being touched and how to say no. To know that other people can say no to being touched and that they should then not be touched. To know safe ways trusted adults may touch us as part of our daily care, during play or to show affection To know how to report feelings of being unsafe or feeling bad about any adult. To know what a safety network is. To know people who are in their safety network. To know who the NSPCC are and how they can contact the NSPCC for help.	To learn to identify and name parts of the body , including male and female genitalia (vulva, breasts, nipples, penis, testicles, scrotum) To know that they should not usually see or touch other people's private parts. Know when physical touch may be inappropriate. Know when it may be ok for someone to make us feel uncomfortable with touch. Knows some times when others may need to see or touch private parts of their bodies. To know the concepts of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. To know places that are public and private To know times that we or others would expect to be private. To know things we may do in private but never in public. To know what a secret is. To know the difference			

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
			between secrets, surprises and things that are private. To know when a secret may be unsafe. To know how to report feelings of being unsafe or feeling bad about any adult. To know what a safety network is. To know people who are in their safety network. To know who the NSPCC are and how they can contact the NSPCC for help.			
Term 2	Key Concept	Families and people who care for me / Being safe				
	Topic	Me and my relationships	Me and my relationships	Me and my relationships	Me and my relationships	Me and my relationships
	Composite Skills Component skills	To know that families have an important role in the lives of children. To be able to identify people who love and care for them. To know the characteristics of healthy family life (that families provide love, security and stability. To be able to recognise unhealthy behaviours and know	To know that there are different family types. To know that families may look different from their families, but that they should respect those differences. Knows that marriage and civil partnerships are a formal and legally recognised commitment of two people that is intended to be	To know that some people choose to be in a romantic relationship. To know what a romantic relationship is. To know how a romantic relationship is different from a friendship. To know that romantic relationships must be consensual.	To know the concepts relating to long term relationships, including marriage. To know the characteristics of different types of committed, stable relationships. To know how relationships contribute to human happiness. Know the role and responsibilities of parents in respect to raising children, including the importance	To be able to recognise behaviours in romantic relationships that may be unsafe and how to manage them safely To know behaviours that are unhealthy in relationships. To know the difference between safe and unhealthy behaviours in relationships. Understands how pornography can negatively influence sexual

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
		where to seek support. To be able to recognise unsafe behaviours in relationships. To know how and where to seek support if anyone is making them feel worried.	lifelong. Know families and relationships change over time, including through birth, death, separation and new relationships That bereavement is a type of loss and grief is a natural response. Knows how to recognise when a relationship is harmful or dangerous and know where to seek support, including familial relationships. To know that people can experience abuse in families and other relationships. To be able to recognise different forms of abuse. To know where to seek support if anyone is making them feel worried or unsafe and have the vocabulary to report abuse.	To know that discrimination is always wrong and the ways in which people may be discriminated against. To know what diversity is and know ways we are different, including diversity within relationships (including those within LGBT+ communities) To know the legal rights and responsibilities of equality, including the protected characteristics. To know that in school and the wider community that they can be expected to be treated with respect. To know how stereotypes can cause damage. To know that we should not be rude or unkind towards other people because they are 'different' (prejudice) and treat them unfairly because of it (discriminate).	in the yearly years of a child's life for brain development. Knows the legal status of marriage and civil partnerships that are not available to others. Knows that 'common-law marriage' is a myth and cohabitants do not have additional rights. To know that people have the right to choose whom they marry or whether to get married. To know that forced marriage and marrying before the age of 18 is a crime. Know how families and relationships can change over time, including through birth, death, separation and new relationships. Understands that grief is a natural response to bereavement or loss, and that everyone grieves differently. To know ways to manage the breakdown of a relationship. Knows how to sustain long term healthy relationships. To know the characteristics of positive and healthy relationships. To be able to identify healthy behaviours in relationships.	attitudes, including normalising harmful sexual behaviour. Knows how pornography can portray misogynistic behaviours and attitudes which can negatively influence those who see it. Understands that just because someone says yes to doing something, that it does not make it automatically ethically ok. To know behaviours that are unsafe in relationships, including those that are criminal such as violent behaviour, sexual violence and coercive control. To know the concept and laws relating to domestic violence and consent. Know that strangulation and suffocation are criminal offences, regardless of whether it causes injury. To know the difference between safe, unhealthy and unsafe behaviours in relationships. Knows how to seek advice and report concerns.
Term	Key	Changing Adolescent bodies/ Being safe				

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
3	Concept					
	Topic	Changing bodies- The Human Lifecycle	Changing bodies- Puberty	Changing bodies- Puberty	Changing bodies- Reproduction & Intimate and sexual relationships	Changing bodies- Reproductive Health
	Composite Skills Component skills	To know the main stages of the human lifecycle and the different characteristics of each stage. To know the names of the main stages of the human lifecycle. To learn some ways that the body changes, not including puberty. To know how the characteristics of each stage of the human life cycle are different. Knows what menstruation is and how to manage it (in Scheme A this is for girls- Year 4 onwards)	To know the changes that happen to their body during puberty Knows the main stages of the human lifestyle, including puberty. Knows some ways the body changes, including puberty Knows the correct name for the male and female body parts, including penis, vulva, vagina, testicles, scrotum, nipples, breasts. Knows what menstruation is and knows in simple terms why it happens. To learn what gender stereotypes are and that they can have a negative impact on the mental health of others.	To know what puberty is, why it happens and how to safely manage the changes that happen physically and emotionally. To know that puberty happens in order for human reproduction to be possible. To know the main physical and emotional changes that happen during puberty to males and females. Knows the facts about brain development during puberty. Knows what wet dreams are and why they happen. Knows what menstruation is and why it happens. Knows facts about menstrual health, including what an average period is and period problems (including PMS, heavy bleeding, PCOS and endometriosis) Knows how to keep their body clean during puberty.	To know the human process of reproduction and the roles of the reproductive organs. Knows the names of the reproductive organs and how they are made up. Knows what the parts of the reproductive organs do. Knows the process of reproduction, including how babies are conceived. Knows how babies are born. Understands that using drugs (including illegal drugs, misused prescription medicines, and harmful substances) during pregnancy can cause serious harm to an unborn baby Knows that there are ways in which you can stop a baby from being conceived. To learn the decisions that have to be made before having a baby. Knows the important healthy behaviours before and during	To know that things can impact their reproductive health To know facts relating to fertility. To know ways a healthy lifestyle can impact on fertility for men and women. Knows the physical and emotional damage caused by FGM, virginity testing, and hymenoplasty. Know that it is a criminal offence for anyone to perform, or assist, in FGM, virginity testing or hymenoplasty, in the UK and abroad. Knows the concepts and laws relating to FGM. To know what menopause is and why it happens. To know facts relating to miscarriage and pregnancy loss. To know that there are choices in relation to pregnancy, including- keeping the baby, adoption, abortion and where to get further

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			To learn that some people have fixed ideas about what boys and girls can do. Knows how gender stereotypes can be harmful to mental health. To know that boys are girls do not need to conform to gender stereotypes and respect differences.	To know emotional changes happen during puberty, Knows what masturbation is, that it is private behaviour and how to manage it appropriately To know that as they get older they may be attracted to someone romantically, of the same sex or a different sex to them.	pregnancy. To be able to make choices to better support good sexual health. To know that there are different types of relationships, including sexual relationships To know the concepts and laws relating to sexual consent To know the importance of using contraception and the consequences of not using contraception on sexual health. To know the key facts about different STIs and their treatment, including HIV. Knows where to access medically accurate sexual and reproductive health advice and treatment, including avoiding misinformation. To know the importance and facts about sexual health screening.	help. Knows how the use of alcohol and drugs can lead to risky sexual behaviour Knows where to access sexual and reproductive health advice and treatment
Term 4	Key Concept	Health and Prevention				
	Topic	Managing my Health- Sun safety	Managing my Health- Harmful substances & Legal drugs	Managing my Health- Legal drugs	Managing my Health- Alcohol Safety	Managing my Health- Illegal drugs

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
	Composite Skills Component skills	Knows that the sun can cause their body harm and how to protect their bodies Knows some ways that the sun can be dangerous to their body Knows how to protect their skin from the sun Knows how to reduce the risk of sun damage	Knows facts about common legal harmful substances and how to manage their use safely Knows how to recognise harmful substances Knows how to safely store harmful substances To know what medicines are and can recognise common medicines To learn key rules about how to use medicines safely Knows what they need to do to get help if they ingest harmful substances or medicines Knows some common legal drugs and their associated risks To learn some types of legal drug To learn what food and drink items contain caffeine To learn the effects of caffeine on their body To know laws about smoking To learn the effects of smoking on the body, including addiction	The facts about legal drugs and their associated risks, including on their physical health. Knows the facts about the serious harms from smoking tobacco, specifically lung cancer and cardiovascular disease). Knows facts about vaping, including their risks. Understands the role that vapes can play in helping adult smokers to quit. To learn to identify reasons why people start smoking Knows some of the benefits of not smoking, or quitting smoking Knows about the risks of illicit vapes containing drugs. Understands that smoking during pregnancy can cause serious harm to an unborn baby Knows the risks of counterfeit medicines, including containing illicit drugs. Knows the risks of the misuse of prescribed and over-the-counter medicines, including during pregnancy.	The facts about alcohol and its associated risk, and how to use it safely.. Knows that alcohol is a type of legal drugs and how it affects the body To learn about the risks of drinking alcohol on their long term health Understands that drinking alcohol during pregnancy can cause serious harm to an unborn baby. Understands the physical and psychological consequences of problem-use alcohol, including dependency. Knows the laws about purchase and consumption of alcohol. Knows what constitutes low alcohol consumption in adulthood Understands how to increase their personal safety when drinking alcohol, including drink spiking or alcohol poisoning. Is able to put someone into the recovery position. Understands the link between alcohol and drug use and poor mental health and that the relationship is bi-directional. Understand that stopping smoking improves people's mental health and decreases anxiety.	Knows some of the risks associated with illegal substances, including the laws relating their supply and distribution. Knows types of common illegal drugs Knows the law relating to the supply and possession of illegal drugs. Knows some of the risks associated with illegal drugs, including the risk of potent synthetic drugs being added to illegal drugs. Understands that using drugs (including illegal drugs, misused prescription medicines, and harmful substances) during pregnancy can cause serious harm to an unborn baby To know about the risk between drug use and mental health conditions To know the physical and psychological consequences of alcohol dependency To know the physical and psychological consequences of addiction To know children and young people can be at risk of criminal

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			Understands that nicotine addiction can be caused by other products, such as nicotine pouches. To know what vaping is To know how vaping can be harmful to their health, and common misconceptions about vaping. To know how vaping can be harmful to the environment			exploitation in relation to the supply of illegal substances. To know the laws relating to the supply and possession of illegal substances. To know that County Lines is the criminal exploitation of children and young people. To know that County lines are illegal. To recognise some common signs of grooming and involvement in Child Criminal Exploitation.
Term 5	Key Concept	Health and Prevention				
	Topic	Health and Prevention- Hygiene	Health and Prevention- Medicine	Health and Prevention- Health Awareness	Health and Prevention- Health screening	Health and Prevention- Understanding donation

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
	Composite Skills Component skills	To know how they can prevent the spread of germs To know how to have good hand hygiene To know why we wash our hands Knows that they need to cover their faces when they sneeze and wash their hands afterwards To know how to wash their hands using an efficient method To know how to maintain good dental health To know why it is important to brush their teeth To know how to brush teeth effectively To know about the importance of dental flossing To know things that can damage their dental health- including diet To know the importance of regular check ups at the dentist	To know how the use of medicines can contribute to their physical health Knows how to recognise the signs of illness, including weight loss and changes to the skin (skin cancer). Understands how unsafe exposure to the sun can contribute to an increased risk of cancer. Know common illnesses can be treated quickly with the correct treatment. To gain an awareness of the dangers of drugs which are prescribed but still present serious health risks To learn how medicines get into our body To know what immunisation and vaccination is and how it contributes to our good health To learn how to take medicines safely (given by an adult, not taken on their own, not to take medicines that they have found)	Knows how to maintain and manage personal physical health, including navigating the healthcare system and lifestyle choices. Understands their local healthcare system, including what a GP is, when to use A&E, minor injuries units and the role of local pharmacies. Knows how germs are spread, including bacteria and viruses. Knows what antibiotics are and their role in preventing the spread of bacteria. Knows the risks of unhealthy weight gain, including the increased risk of cancer, type 2 diabetes and cardiovascular disease. Knows the impact of diet and alcohol on unhealthy weight gain.	To know the benefits of self examination in managing their health as their body changes. To know why they should regularly check their testicles and breasts. To know what changes to their testicles and breasts that may be a concern. To know how and when to conduct a breast and testicular examination. Knows about the importance of regular screening for other conditions. Knows the concept of Gillick competence. Knows the circumstances when someone over the age of 16 may not be deemed to have capacity to make decisions about medical treatment.	Knows about the science relating to blood, organ and stem cell donation. Identify the steps involved in blood, organ and stem cell donation Knows the importance of donation for individuals and for society Knows some different blood groups and know that recipients can only receive blood from donors with compatible groups Knows why NHS needs a constant supply of donors and an increase in donors from some groups Knows that there are choices available when it comes to donation and what they are. Knows the law around organ donation in England

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
Term 6	Key Concept	Me and My Relationships				
	Topic	Citizenship	Citizenship	Citizenship	Citizenship	Citizenship
	Composite Skills	To know the need for rules and why they help everyone To know why we have rules To know how rules keep us safe To know what laws are To know how rules protect our rights To know that they have rights To know what some of their rights are To be able to respect the rights of others at school	To know how they belong to different groups and communities To know that they are a part of a school community To know that they are part of a neighbourhood community To know that they are a part of Britain To know how they can help the communities that they belong to. To identify and respect the differences and similarities between people To know that others may have families that are different from theirs. To know that others may have homes that are different from theirs. To know that the places where people live are different from where they live. To know that schools around	To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. To know that they have the right to be themselves. Knows what tolerance requires, including the importance of tolerance of other people's beliefs. Knows the ways in which Britain can be diverse Knows how stereotypes, particularly based on sex, gender reassignment, race, religion, sexual orientation or disability can cause damage and how it violates human rights. Knows what the protected characteristics are. To know how our human rights are protected. Can spot specific forms of prejudice.	To know what democracy is and about the institutions and elements that support it locally and nationally To know what a democracy is To know why a democracy is important To know the role of national government in democracy To know that we all have human rights and what our human rights are Knows that not everyone's rights are met To know the precious liberties enjoyed by the citizens of the United Kingdom To know what liberty means. To know the rights of British citizens. To understand that human rights protect everyone. Knows ways that prominent figures have positively impacted on the human rights of others	To know the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals To know how laws are made. Knows how laws impact on their day to day lives. Knows what happens if they break the law. Knows the role of government, parliament and the justice system. Knows the role the police, lawyers and judges play in the law. Knows the powers the police have and the limits placed on them. Knows what rights they have if they are stopped by the police To know the operation of parliament, including voting and elections, and the role of the political parties To know the structure of parliament To know what the roles of parliament are

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	Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
		the world are different from their schools To know what stereotypes are. To know how stereotypes can be damaging and can lead to bullying. Know how to challenge stereotypes. To know that all people should be treated with respect.			To know how parliament and the government are different To know what the role is of different political parties To know what the role of local and general elections are To know the development of the political system of democratic government in the United Kingdom, including the role of citizens To know how British citizens can influence government decision making To know how pressure groups can influence government decision making