ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

RHE CURRICULUM PROGRESSION

Developing knowledge and skills from Nursery to Year 6



What this document contains. A school-wide map of how RHE knowledge and skills develop. Part A sets out nine integrated progression strands; Part B gives separate sections for HeartSmart, PATHS, POL-ED, Natterhub, Kapow, Picture News and KidSafe, identifying where the source evidence is limited.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

BILLINGE ST AIDAN'S CHURCH OF ENGLAND PRIMARY SCHOOL

RHE Progression of Knowledge & Skills

Nursery to Year 6 | Part A: shared strands • Part B: provider-by-provider progression

"Let your light shine" | Matthew 5:16

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How to use this progression

This document shows how children's knowledge, understanding and skills develop from Nursery to Year 6 in Relationships and Health Education (RHE). Part A brings learning together across nine key themes. Part B shows the distinctive contribution of each curriculum programme. It reflects St Aidan's long-term plan and relevant programme overviews.

Read each progression table from Nursery towards Year 6, continuing from the first table to the second. Descriptions show increasing levels of understanding and independence, rather than a separate compulsory lesson for every statement. Some examples from publisher resources illustrate progression beyond the units individually named in our long-term plan; these are identified in the programme sections.

Our RHE curriculum programmes

Programme	Contribution to children's learning
HeartSmart	Emotional wellbeing, friendship, resilience and our six school Christian values.
PATHS®	Recognising feelings, managing reactions and solving social problems.
POL-ED	Keeping safe, understanding the law, responsibility and respectful relationships.
Natterhub	Online safety, digital wellbeing, privacy, communication and critical thinking.
Kapow Financial Education	Money, earning, needs and wants, spending and financial choices.
Picture News	Discussing current events, considering different views, fairness and citizenship.
KidSafe	A planned Year 6 focus on consent and personal safety.

01 Emotional literacy and mental wellbeing

Naming, understanding and talking about feelings; identifying support.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Recognise and name familiar feelings using pictures and talk.	Name happy, sad, angry and scared; notice how feelings show.	Describe feelings in everyday events and begin explaining why they occur.	Use a broader feeling vocabulary; distinguish feelings from actions.	Identify stronger/competing feelings and communicate worries to a trusted person.

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Describe intensity, triggers and how emotions influence choices.	Explain changes in feelings, including those connected with puberty, school and online life (publisher programme example).	Discuss grief, stress, wellbeing and support; explain when professional or trusted-adult help may be needed (publisher programme example).

02 Self-regulation and resilience

Calming strategies, recognising triggers, persistence and reflection.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
With support, pause, listen and try a simple calming response.	Use Turtle or another taught strategy when feeling upset.	Explain why feelings are valid while actions may need changing.	Practise stop–think–choose and calm down before acting.	Use cues and the Control Signals approach to decide a next step.

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Select strategies for managing anger, frustration and disappointment; review impact.	Apply problem-solving strategies to obstacles and peer influence.	Compare calming approaches and plan how to manage change or conflict more independently.

03 Friendship, belonging and family

Building relationships, respecting diversity, maintaining and repairing friendships.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Play alongside others, take turns and recognise caring adults.	Describe a friend and practise sharing and compliments.	Make friends, explain kindness and notice when someone is left out.	Describe different family experiences, friendship changes and how to seek help.	Practise including others, repairing friendships and respecting differing perspectives.

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Explain the characteristics of healthy friendship and fair cooperation.	Recognise pressure and unhealthy dynamics; set limits while remaining kind.	Evaluate healthy relationships, respect different family forms and help others seek safe support.

04 Respect, equality and challenging bullying

Fairness, stereotypes, diversity, discrimination, witness responsibilities.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Use kind words and follow simple fair-play routines.	Notice similarities and differences and show care.	Explain how name-calling and exclusion can hurt; identify adults to tell.	Show fairness and explain why different people deserve respect.	Identify teasing/bullying and practise speaking up or seeking help.

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Explain protected characteristics and why stereotypes and discrimination are harmful (publisher).	Recognise pressure, prejudice and stereotyped roles, including online (publisher).	Challenge discriminatory language safely and explain responsible bystander action (publisher).

05 Personal boundaries, consent and seeking help

Privacy, bodily autonomy, trusted adults and reporting unsafe situations.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Identify trusted adults and say no to unwanted play/contact.	Recognise safe/unsafe feelings and practise asking for help.	Distinguish private information and identify who to tell.	Understand private body parts and that secrets about safety should be shared with a trusted adult (publisher).	Explain consent in friendships, safe secrets and how to report concerns (publisher).

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Communicate boundaries assertively and know where to ask for help.	Explain pressure, grooming and boundary-setting in age-appropriate contexts (publisher).	Explain reporting routes and apply consent/boundary skills; KidSafe consent focus is planned in Year 6 HT6.

06 Online relationships and privacy

Safe communication, sharing information, online identity and how to report.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
With an adult, recognise that devices can show information; ask for help.	Practise asking an adult before using or sharing on a device.	Identify examples of private information and kind online messages.	Describe how online contacts may be unknown and when to stop and tell.	Explain how privacy, profiles and digital footprints affect safety.

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Discuss online kindness, safe accounts and the risks of oversharing.	Evaluate online friendships, media influence, misleading identities and sharing decisions.	Explain digital permanence, harmful contact, reporting and protection of personal data.

07 Digital wellbeing, information and gaming

Screen balance, information reliability, gaming and financial risks.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Begin to distinguish screen time from active play.	Enjoy shared technology with adult routines.	Recognise that time online needs balance and rules.	Explain healthy screen routines and that games may have risks (publisher).	Begin asking who made online information and whether it can be trusted.

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Compare reliable information with misleading or unkind online content.	Evaluate advertising, deepfakes, gaming purchases and gambling risks (publisher).	Discuss algorithms, privacy, age limits, monetisation and fraud; know help/reporting routes.

08 Physical health, safety and changing bodies

Healthy routines, risks, safe choices and puberty.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Recognise food, rest, hygiene and active play as everyday needs.	Practise hygiene, safe play and describing body changes.	Describe healthy routines and trusted people who can help.	Recognise sleep, medicine, fire safety and healthy choices (publisher).	Explain how to report an emergency and why vaccination and health routines matter (publisher).

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Explain diet, road/home safety, first aid and exercise (publisher).	Recognise physical/emotional puberty changes; identify substance risks (publisher example and Science).	Apply health and safety decisions to greater independence; explain puberty, period support and where to get help (Science).

09 Decision-making, money and community

Needs, wants, responsibility, choices and civic understanding.

Foundation and development: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Share materials and begin making simple choices.	Take turns, care for shared things and explain simple rules.	Explain how choices affect others, and why people follow rules.	Know money can come from work and distinguish needs from wants; KP community/earnings unit planned.	Explain responsible decisions, fair rules and resolving disagreements.

Greater independence and application: Years 4 to 6

Year 4	Year 5	Year 6
Plan spending choices, value and consequences; KP responsible spending unit planned.	Budget, safeguard money and discuss borrowing/gambling risks; KP control-of-money unit planned.	Evaluate responsible choices, contribution, rights and transitions to more independence.

How learning develops by the end of each phase

End of phase	Expected development	Ways children may show understanding
EYFS	Children identify basic feelings, seek adults, begin simple friendship and safety routines.	Through play, pictures, talk, shared routines and adult-supported responses.
Key Stage 1	Children explain feelings and behaviour, share, build friendships, identify trusted adults and demonstrate early digital awareness.	Through examples, stories, discussions and practising safe choices.
Lower Key Stage 2	Children begin choosing strategies, solving social problems, explaining boundaries, fair relationships and online decisions.	By explaining reasons, using strategies and applying learning in familiar situations.
Upper Key Stage 2	Children discuss and apply respectful relationships, safety, privacy, wellbeing, body changes and increasingly independent decisions.	By evaluating more complex situations, explaining decisions and knowing when to seek help.

How we recognise children's understanding

- Observations and conversations using children's developing feelings vocabulary and problem-solving strategies.
- Age-appropriate scenarios such as "What would you do?" and "Who could you tell?"
- Children explaining healthy choices, friendship strategies, safe reporting and responsible money decisions.
- Accessible discussion, pictures, communication tools and practical demonstrations for children with SEND.

PART B | Progression by programme

Part B • How each programme supports progression

Part A shows how children progress across the RHE curriculum as a whole. The sections below show the specific contribution of HeartSmart, PATHS®, POL-ED, Natterhub, Kapow Financial Education, Picture News and KidSafe.

Each provider section is organised from the earliest age groups to Year 6. Some publishers provide a wider range of lessons than those named in St Aidan's long-term plan. Where this is relevant, the descriptions show how that programme's learning can develop, without suggesting every published lesson is separately taught.

Our programmes at a glance

Programme	Where it is planned	Main learning contribution
HeartSmart	Nursery–Year 6, six half-term themes.	Friendship, emotional understanding and values-led choices.
PATHS®	Nursery–Year 6.	Feelings, self-control, relationships and social problem-solving.
POL-ED	Years 1–6, Keeping Safe and Understanding the Law.	Safety, rights, responsibilities and informed decisions.
Natterhub	Years 1–6, throughout the year.	Online safety, privacy and digital citizenship.
Kapow Financial Education	Year 2, Year 4 and Year 5 units.	Earning, spending and managing money responsibly.
KidSafe	Year 6, consent focus in HT6.	Personal safety, consent and knowing how to ask for help.
Picture News	Reception–Year 6, throughout the year.	Discussion of real-world issues, perspectives and fairness.

How to interpret the programme tables

- Progression statements describe increasing understanding and independence. They are not a list of compulsory lesson titles.
- Some examples describe a publisher's wider programme. St Aidan's Long-Term Plan explains the units and timing selected by the school.
- Where a scheme is not shown as a separate unit in a year group, related learning may be taught through other RHE programmes or subjects.

B01 | HeartSmart

HeartSmart revisits six shared half-termly themes from Nursery through Year 6, with activities and understanding adapted to children's ages and stages.

Progression: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
Notice familiar feelings, experience kindness, take turns and begin to try again through play and Boris activities.	Use pictures, stories and practical activities to name feelings, recognise caring actions and practise friendship.	Explain simple kind and unkind choices, truthfulness and ways to persist when something is difficult.	Explain why friends may feel differently, how choices affect others and how to put things right.	Describe empathy, belonging, forgiving others and responding honestly to more complex situations.

Progression: Years 4 to 6

Year 4	Year 5	Year 6
Consider peer relationships and consequences; show respect and resilience through thoughtful choices.	Evaluate how influence, hurt, forgiveness, authenticity and perseverance shape relationships and identity.	Apply values to friendships, pressures and transitions with increasing independence and reflection.

How the learning develops

HT1 Get HeartSmart—Hope • HT2 Don't Forget to Let Love In—Love • HT3 Too Much Selfie Isn't Healthy—Friendship • HT4 Don't Hold On to What's Wrong—Forgiveness • HT5 Fake Is a Mistake—Truth • HT6 No Way Through Isn't True—Perseverance.

In St Aidan's long-term plan

Planned provision	How it contributes
St Aidan's teaches the six HeartSmart themes throughout Nursery to Year 6.	The themes revisit our school values through increasingly demanding experiences and discussions.

B02 | PATHS®

PATHS supports social and emotional learning from Nursery to Year 6. Its published UK progression focuses on emotional understanding, self-control, social problem-solving, friendships and self-esteem.

Progression: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
PATHS is planned in Nursery; the published year-by-year sequence used here begins in Reception.	Build a positive classroom climate; name basic feelings, practise compliments, sharing and simple Turtle calming.	Develop feelings words, self-control, caring friendships and simple guided problem-solving (shared Reception/Y1 sequence).	Create classroom rules; widen feelings vocabulary, distinguish feelings/actions, use Control Signals and fair play.	Consider self-esteem, more complex feelings, anger cues, thinking skills, friendship repair and different viewpoints.

Progression: Years 4 to 6

Year 4	Year 5	Year 6
Move from recognising problems towards explicit decision-making, responsibility, perspectives and structured problem-solving.	Apply problem-solving to goals, identity, friendship challenges, inclusion and consequences; practise planning and evaluating.	Revisit calming and study skills; analyse conflict, listen thoughtfully, state problems and consider respectful resolution.

How the learning develops

Progression: name feelings → regulate reactions → identify the problem → generate options → weigh consequences → try, reflect and revise. Publisher materials introduce more formal problem-solving steps from Year 4.

In St Aidan's long-term plan

Planned provision	How it contributes
PATHS contributes to planned social and emotional learning from Nursery to Year 6.	Children move from naming feelings to choosing calming strategies, friendship skills and structured problem-solving.

B03 | POL-ED

POL-ED helps children understand safety, relationships, responsibilities and the law. St Aidan's plans Keeping Safe (HT5) and Understanding the Law (HT6) in Years 1–6; further year-group examples below illustrate the wider published programme.

Progression: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
No discrete Nursery POL-ED block is identified in the local plan; EYFS publisher activities are available.	Publisher EYFS: notice big feelings, practise safe play, identify adults who help and learn simple health routines; not separately listed in the school EYFS plan.	Publisher Y1: express feelings, make friends, identify trusted adults, recognise bullying and begin understanding rules and emergency help.	Publisher Y2: understand family differences and change; identify private information/body parts, online safety, medicines and everyday risks.	Publisher Y3: practise consent in friendships, asking for help, recognising risk/emergencies and reflecting on rights and responsibilities.

Progression: Years 4 to 6

Year 4	Expected development	Ways children may show their learning
Publisher Y4: examine diversity, protected characteristics and discrimination; strengthen road/home safety and healthy habits.	Publisher Y5: apply boundaries to peer pressure, grooming and digital influence; discuss money risks, identity and puberty-related emotions.	Through play, pictures, talk, shared routines and adult-supported responses.

How the learning develops

Publisher spiral: feelings and rules → relationships/safety → responsibility/emergencies → diversity/healthy habits → influence/boundaries → independence and lawful choices.

In St Aidan's long-term plan

Planned provision	How it contributes
St Aidan's plans POL-ED Keeping Safe in HT5 and Understanding the Law in HT6 across Years 1–6. The examples above show the wider publisher pathway.	Children consider safety, responsibilities, rules and increasingly complex real-life decisions.

B04 | Natterhub

Natterhub supports planned online safety teaching throughout Years 1–6, revisiting feelings, healthy screen habits, communication, identity, privacy, security and questioning information.

Progression: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
No separate Natterhub programme specified in Nursery in the school long-term plan.	No separate Natterhub programme specified in Reception in the school long-term plan.	Identify kind online behaviour, adult support, screen rules and why sharing personal details needs care.	Develop safe communication, privacy protection, online identity and early digital footprint awareness.	Compare online and offline identities, recognise permanence and identify reasons to question information or seek help.

Progression: Years 4 to 6

Year 4	Year 5	Year 6
Apply privacy, responsible communication and information-checking across increasingly varied online situations.	Evaluate online relationships, influence, reputation and safety choices with growing independence.	Assess longer-term consequences of online decisions, digital wellbeing, privacy, reliability and reporting.

How the learning develops

Repeated lenses provide a spiral: feelings and kindness; balanced screen use; digital learning; identity and thinking; communication; security; reputation; questioning information.

In St Aidan's long-term plan

Planned provision	How it contributes
Natterhub online safety learning is planned throughout the year in Years 1–6.	Children revisit online relationships, privacy, digital wellbeing and reliable information with increasing independence.

B05 | Kapow Primary Financial Education

The school plans Kapow Financial Education in Years 2, 4 and 5. These units build understanding of work, money, responsible spending and managing resources; other year-group examples below illustrate the wider publisher scope.

Progression: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
No discrete Kapow financial education unit identified in the long-term plan.	No discrete Kapow financial education unit identified in the long-term plan.	Publisher Y1/2 knowledge and skills include basic money, jobs and different ways people contribute; no school Y1 unit recorded.	Planned unit: "How do people belong to a community and earn money?" Connect work, earnings and contribution to community.	Publisher Y3/4 scope introduces choices, value, spending and resources; no school Y3 unit recorded.

Progression: Years 4 to 6

Year 4	Year 5	Year 6
Planned unit: "How can I spend money responsibly?" Compare needs/wants, value and consequences of spending choices.	Planned unit: "How can we be in control of our money?" Apply budgeting and safeguarding money; publisher materials reference borrowing and risks.	Publisher Y5/6 extension includes responsibility, budgets and financial risks; no school Y6 standalone unit recorded.

How the learning develops

The local progression steps through contribution and earning (Y2), thoughtful spending (Y4), and managing money (Y5). Other years may contribute through wider RHE but are not separately mapped to a Kapow unit.

In St Aidan's long-term plan

Planned provision	How it contributes
Discrete financial education units are planned in Year 2 (community and earning), Year 4 (responsible spending) and Year 5 (managing money).	The planned units develop understanding from earning money to thoughtful spending and financial responsibility.

B06 | Picture News

Picture News helps children discuss real-world issues from Reception to Year 6. Because the topics change weekly, these age-related statements describe the increasing depth of discussion rather than a fixed publisher lesson sequence.

Progression: Nursery to Year 3

Nursery	Reception	Year 1	Year 2	Year 3
No discrete Picture News provision recorded for Nursery in the current long-term plan.	With picture prompts, notice familiar events, express a simple opinion and listen to others.	Say what happened in a story or picture, share a reason and practise respectful listening.	Ask simple questions, compare two views and explain how choices might affect others.	Explain a viewpoint using an example and recognise that different communities experience events differently.

Progression: Years 4 to 6

Year 4	Year 5	Year 6
Consider evidence and different viewpoints; connect current issues to fairness and community responsibility.	Distinguish a claim from a reason or example and reflect on possible actions or consequences.	Discuss more complex ethical questions, consider credible sources and formulate a balanced response.

How the learning develops

Suggested challenge: observe → describe → ask → explain → compare → consider evidence → reflect and respond.

In St Aidan's long-term plan

Planned provision	How it contributes
Picture News provides regular opportunities for discussion and reflection from Reception through Year 6.	Children learn to listen, question, consider different views and respond thoughtfully to real-world issues.

B07 | KidSafe — Year 6 focus

A planned Year 6 focus on consent and personal safety

St Aidan's RHE Long-Term Plan includes a KidSafe consent focus in Year 6, HT6. The published year-by-year KidSafe materials were not included in the documents used to prepare this progression, so this section shows the school's planned placement without presenting a complete provider-specific lesson sequence.

KidSafe within our planned RHE curriculum

Stage	What our plan identifies	How related understanding develops
Nursery–Reception	No separate KidSafe unit listed.	Children build safety awareness and learn to seek support from trusted adults through other provision.
Years 1–2	No separate KidSafe unit listed.	Children practise safe relationships, personal boundaries and how to ask for help through RHE.
Years 3–5	No separate KidSafe unit listed.	Children consider more complex safety, privacy, pressure and respectful relationships through wider RHE.
Year 6	KidSafe consent focus in HT6.	The planned focus builds on earlier learning about boundaries, respect and seeking help.