Curriculum Progression Grid - PSHE/RSE

Autumn Term

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Topics | Getting To Know You/ Superheroes/Christmas | This is Me/Let's Celebrate | The Great Fire of London/Festivals | Treasure Hunters/Winter Wonderland | Under the Sea/Around the World | Space/Italy | The Ancients |
| | New EYFS Curriculum 2021 Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad' Begin to understand how others might be feeling. (3-4) Build constructive and respectful relationships. (R) | Core Theme 1: Health & Wellbeing Healthy Lifestyles (physical wellbeing). • H1. about what keeping healthy means; different ways to keep healthy • H2. about foods that support good health and the risks of eating too much sugar • H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday • H4. about why sleep is important and different ways to rest and relax • H5. simple hygiene routines that can stop germs from spreading Keep Safe • H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted | That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. About the role of the internet in everyday life. About rules and age restrictions that keep us safe. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. That not all information seen online is true. About what to do if there is an accident and someone is hurt. How to get help in an emergency (how to dial 999 and what to say). That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. | Classroom rules Core Theme 3: Living In The Wider World Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws Pixl Online Safety Session 1 R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns STIBBINGTON Friendships R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, | Classroom rules Core Theme 1: Health & Wellbeing Mental Health H17. to recognise that feelings can change over time and range in intensity. Ourselves, growing & changing H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. Core Theme 2: Relationships Respecting self and others R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships Friendships R13. the importance of seeking support if feeling lonely or excluded Core Theme 3: Living In The Wider World Economic wellbeing: Money | H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situation H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (PiXL session 1 and 2) L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and | H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can |

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| | R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying Core Theme 3: Living In The Wider World Media literacy & digital resilience L7. about how the internet and digital devices can be used safely to find things out and to communicate with others | excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. About the different roles and responsibilities people have in their community. | | | | distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation |
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Spring Term

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| Topics | Our Wonderful | Come Outside/ Are | Africa/ Homely | Rainforests | Vikings and Anglo | Crime and | North America/The |
| i opies | World/ Knowing Right | We Nearly There | Habitat | | Saxons | Punishment/Water | Heart |
| | From Wrong | Yet? | | | | | |
| | | Core Theme 1: Health & | To identify common | DEFORESTATION - GLOBAL | Safer Internet Day | H9. that bacteria and | |
| | | Wellbeing | features of family life. | COMMUNITY AND | | viruses can affect health; | Going for GoalsR21. |
| | | H34. basic rules to | That it is important to | COMPARISON WITH | Core Theme 1: Health & Wellbeing | how everyday hygiene | about |
| | | keep safe online, | tell someone (such as | RAINFOREST TRIBE | Healthy Lifestyles | routines can limit the | discrimination: what |
| | | including what is | their teacher) if | COMMUNITY | (physical wellbeing) | spread of infection; the | it means and how to |
| | | meant by personal information and | something about their family makes them | Core Theme 3: Living In The Wider World | H6. about what | wider importance of personal hygiene and how | challenge itH23. about change |
| | | what should be kept | unhappy or worried. | | constitutes a healthy | to maintain it | and loss, including |
| | | private; the | About knowing there | Communities | diet; how to plan | H10. how medicines, | death, and how |
| | | importance of | are situations when | L6. about the different | healthy meals; benefits | when used responsibly, | these can affect |
| | | telling a trusted | they should ask for | groups that make up their | to health and wellbeing of eating nutritionally | contribute to health; that | feelings; ways of |
| | | adult if they come | permission and also | community; what living in | rich foods; risks | some diseases can be | expressing and |
| | | across something | when their permission | a community means | associated with not | prevented by vaccinations | managing grief and |
| | | that scares them | should be sought. | L7. to value the different | eating a healthy diet | and immunisations; how | bereavement. |
| | | Core Theme 2: | About the importance | contributions that people | including obesity and | allergies can be managed | R8. to recognise |
| | | Relationships | of not keeping adults' | and groups make to the | tooth decay. (science - | H11. how to maintain | other shared |
| | | Friendships | secrets (only happy | community | animals including | good oral hygiene | characteristics of |
| | | R6. about how | surprises that others | Francis | humans SPRING 1 & 2) | (including correct | healthy family life, |
| | | people make friends and what makes a | will find out about eventually). | Economic wellbeing: Aspirations, work and | Core Theme 2: | brushing and flossing); why regular visits to the | including |
| | | good friendship | Basic techniques for | career | Relationships | dentist are essential; the | commitment, care, |
| | | R7. about how to | resisting pressure to do | L25. to recognise positive | Friendships | impact of lifestyle choices | spending time |
| | | recognise when they | something they don't | things about themselves | R12. to recognise what | on dental care (e.g. sugar | together; being |
| | | or someone else | want to do and which | and their achievements; | it means to 'know | consumption/acidic drinks | there for each other |
| | | feels lonely and | may make them unsafe. | set goals to help achieve | someone online' and how this differs from | such as fruit juices, | in times of difficulty |
| | | what to do. | What to do if they feel | personal outcomes | knowing someone | smoothies and fruit teas; | R9. how to |
| | | Respecting self and others | unsafe or worried for | L26. that there is a broad | face-to-face: risks of | the effects of smoking) | recognise if family |
| | | R21. about what is | themselves or others; | range of different | communicating online | | relationships are |
| | | kind and unkind | who to ask for help and | jobs/careers that people | with others not known | R33. to listen and respond | making them feel |
| | | behaviour, and how | vocabulary to use when | can have; that people | face-to-face | respectfully to a wide | unhappy or unsafe, |
| | | this can affect | asking for help; | often have more than one | | range of people, including | and how to seek |
| | | others R22, about how to | importance of keeping | career/type of job during their life | Core Theme 3: Living In The Wider World | those whose traditions, | help or advice |
| | | R22. about now to treat themselves | trying until they are heard. | | Shared | beliefs and lifestyle are | H12. about the |
| | | and others with | That hurtful behaviour | | responsibilities | different to their own | benefits of sun |
| | | respect; how to be | (offline and online) | MONEY MATHS LINK | L2. to recognise there | | exposure and risks |
| | | polite and courteous | including teasing, | Economic wellbeing: | are human rights, that | | of overexposure; |
| | | R23. to recognise | name-calling, bullying | Money | are there to protect | respectfully to a wide R6. | how to keep safe |
| | | the ways in which | and deliberately | • L17. about the different | everyone | that a feature of positive | from sun damage |
| | | they are the same | excluding others is not | ways to pay for things | L3. about the | family life is caring | and sun/heat stroke |
| | | | | | relationship between | relationships; about the | |

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|---|-------------------------|--|------------------|-----------------------------|---------------------------------------|
| and different to | acceptable; how to | and the choices people | rights and | different ways in which | and reduce the risk |
| others | report bullying; the | have about this | responsibilities | people care for one | of skin cancer |
| Core Theme 3: Living In | importance of telling a | | | another | H22. to recognise |
| The Wider World | trusted adult. | Core Theme 2: | | R7. to recognise and | that anyone can |
| Media literacy & digital | • How people and other | Relationships | | respect that there are | experience mental ill |
| resilience | living things have | | | different types of family | health; that most |
| • L7. about how the | different needs; about | Families & close positive | | structure (including single | difficulties can be |
| internet and digital | | relationships | | parents, same-sex | resolved with help |
| devices can be used | the responsibilities of | R1. to recognise that | | parents, step-parents, | and support; and |
| safely to find things out | caring for them. | there are different types | | blended families, foster | that it is important |
| and to communicate | | of relationships (e.g. | | parents); that families of | to discuss feelings |
| with others | | friendships, family | | | with a trusted adult |
| with others | | relationships, romantic | | all types can give family | L10. about |
| Core Theme 1: Health & | | relationships, online | | members love, security | prejudice; how to |
| Wellbeing | | relationships) | | and stability. | recognise |
| Keeping Safe | | R5. that people who love | | L4. the importance of | behaviours/actions |
| H34. basic rules to | | and care for each other | | having compassion | - |
| keep safe online, | | can be in a committed | | towards others; shared | which discriminate |
| including what is | | relationship (e.g. | | responsibilities we all | against others; ways |
| | | marriage), living together, | | have for caring for other | of responding to it if |
| meant by personal | | but may also live apart | | people and living things; | witnessed or |
| information and | | R6. that a feature of | | how to show care and | experienced |
| what should be kept | | positive family life is | | concern for others | |
| private; the | | caring relationships; | | L9. about stereotypes; | |
| importance of | | about the different ways | | how they can negatively | |
| telling a trusted | | in which people care for | | influence behaviours and | |
| adult if they come | | one another | | attitudes towards others; | |
| across something | | | | strategies for challenging | |
| that scares them | | Core Theme 1: Health | | stereotypes | |
| | | & Wellbeing | | R26. about seeking and | |
| Core Theme 3: Living In | | Healthy Lifestyles | | giving permission | |
| The Wider World | | (physical wellbeing) | | (consent) in different | |
| Communities | | H5. about what good | | situations | |
| • L4. about the | | physical health means; | | R27. about keeping | |
| different groups | | how to recognise early | | something confidential or | |
| they belong to | | signs of physical illness. | | secret, when this should | |
| | | H7. how regular | | (e.g. a birthday surprise | |
| Media literacy & digital | | (daily/weekly) exercise | | that others will find out | |
| resilience | | benefits mental and | | about) or should not be | |
| • L7. about how the | | physical health (e.g. | | agreed to, and when it is | |
| internet and digital | | walking or cycling to | | right to break a | |
| devices can be used | | school, daily active mile); recognise | | confidence or share a | |
| safely to find things | | opportunities to be | | secret | |
| out and to | | physically active and | | L9. about stereotypes; | |
| | | somethan inactive | | how they can negatively | |
| communicate with | | lifestyle. | | influence behaviours and | |
| <mark>others</mark> | | | | attitudes towards others; | |
| Feenomie Wellbeiter | | Core Theme 2: | | strategies for challenging | |
| Economic Wellbeing: | | Relationships | | stereotypes | |
| Money | | Respecting self and | | L29. that some jobs are | |
| • L10. what money is; | | others | | paid more than others | |
| forms that money | | R32. about respecting | | and money is one factor | |
| comes in; that | | the differences and | | | |
| | l | | | which may influence a | |

| to pay for things |
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Curriculum Progression Grid - PSHE/RSE

Summer Term

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|---------------------------|---|---|---|---|---|--|
| Topics | In the Garden/ Pirates | Naturally Happy | Seaside | Stone Age and Iron Age/Brilliant bodies and marvellous minds | Sikhism/Mountains, Rivers & Coasts | Water (cont.)/Spies & WWII | Buddhism/Scarborough |
| | | Core Theme 1: Health & Wellbeing Mental Health (Moved to Autumn 1 due to COVID & return to school) H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things Keeping Safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm | How to listen to other people and play and work cooperatively. How to talk about and share their opinions on things that matter to them. About the difference between needs and wants; that sometimes people may not always be able to have the things they want. That money needs to be looked after; different ways of doing this. Different jobs that people they know or people who work in the community do. About the different roles and responsibilities people have in their community. About some of the strengths and interests someone might need to do different jobs. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. That hurtful behaviour (offline and online) | PIXL ONLINE SAFETY SESSION 2 and 5 Keeping Safe H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe Core Theme 1: Health & Wellbeing Healthy Lifestyles (physical wellbeing). H1. how to make informed decisions about health H2. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both | Core Theme 1: Health & Wellbeing Mental Health H18. about everyday things that affect feelings and the importance of expressing feelings. H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; Core Theme 2: Relationships Families & close positive relationships R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong Core Theme 3: Living In The Wider World Economic wellbeing: Aspirations, work and career L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or | Linked to LORIC • Working together • How initiative can help others and yourself • Sharing interests • Teaching others skills Building confidence • The Good Samaritan • The menstrual cycle • Keeping clean & changes in the body as we grow up | Cooperative games and challenges H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H33. about the processe of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); |

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|---------------------------------------|---|---|------------------------------------|--|--------------------------|
| H30. about how to | including teasing, | positive and negative | career (e.g. personal | | how babies need to |
| keep safe at home | name-calling, bullying | effects on a healthy | interests and values, | | be cared for |
| (including around | and deliberately | lifestyle | family connections to | | - H35. about the new |
| electrical | excluding others is not | | certain trades or | | opportunities and |
| appliances) and | acceptable; how to | | businesses, strengths | | responsibilities that |
| | report bullying; the | Mental Health | and qualities, ways in | | increasing |
| fire safety (e.g. not | importance of telling a | H15. that mental health, | which stereotypical | | independence may |
| playing with | trusted adult. | just like physical health, is | assumptions can deter | | bring |
| matches and | About dental care and | part of daily life; the | people from aspiring to | | - H44. how to respond |
| lighters) | visiting the dentist; how | importance of taking care | certain jobs) | | and react in an |
| H31. that | to brush teeth correctly; | of mental health | Core Theme 1: Health | | emergency situation; |
| household | food and drink that | H16. about strategies and | & Wellbeing | | how to identify |
| products | support dental health. | behaviours that support | Keeping Safe | | situations that may |
| (including | | mental health — | H40. about the | | require the |
| , s | How to keep safe in the sup and protect skin from | | importance of taking | | |
| medicines) can be | sun and protect skin from | including how good | medicines correctly and | | emergency services; |
| harmful if not | sun damage. | quality sleep, physical | using household | | know how to contact |
| used correctly | About things that people | exercise/time outdoors, | products safely, (e.g. | | them and what to |
| H34. basic rules to | can put into their body or | being involved in | following instructions | | say |
| keep safe online, | on their skin; how these | community groups, doing | carefully). | | - H49. about the |
| including what is | can affect how people | things for others, clubs, | Drugs, alcohol & tobacco | | mixed messages in |
| meant by personal | feel. | and activities, hobbies | H46. about the risks | | the media about |
| information and | About the people who | and spending time with | and effects of legal | | drugs, including |
| | help us to stay physically | family and friends can | drugs common to | | alcohol and |
| what should be | healthy. | support mental health | | | smoking/vaping |
| kept private; the | How to manage when | and wellbeing | everyday life (e.g. cigarettes, | | - H50. about the |
| importance of | finding things difficult. | | e-cigarettes/vaping, | | organisations that |
| telling a trusted | • To name the main parts | | alcohol and medicines) | | can support people |
| adult if they come | of the body including | Ourselves, growing & | and their impact on | | concerning alcohol, |
| across something | external genitalia (e.g. | changing | health: recognise that | | tobacco and nicotine |
| that scares them | vulva, vagina, penis, | H25. about personal | drug use can become a | | or other drug use; |
| | testicles). | identity; what contributes | habit which can be | | people they can talk |
| Core Theme 3: Living In | About growing and | to who we are (e.g. | difficult to break. | | to if they have |
| The Wider World | changing from young to | ethnicity, family, gender, | | | concerns |
| Media literacy & digital | old and how people's | faith, culture, hobbies, | Core Theme 2: | | - R16. how friendships |
| resilience | needs change. | likes/dislikes) | Relationships | | can change over |
| L7. about how the | About preparing to move | H27. to recognise their | Safe relationships | | time, about making |
| | | e e | R24, how to respond | | new friends and the |
| internet and | to a new class/year | individuality and personal qualities | safely and appropriately | | benefits of having |
| digital devices can | group. | | to adults they may | | • |
| be used safely to | About things they can do | H36. strategies to manage | encounter (in all | | different types of |
| find things out and | to help look after their | transitions between | contexts including | | friends |
| to communicate | environment. | classes and key stages | online) whom they do | | - R17. that friendships |
| with others | • | | not know | | have ups and downs; |
| | | | R25. recognise different | | strategies to resolve |
| | | | types of physical | | disputes and |
| | | 1 | contact; what is | | reconcile differences |
| | | 1 | acceptable and | | positively and safely |
| | | | unacceptable; | | - R18. to recognise if a |
| | | 1 | strategies to respond to | | friendship (online or |
| | | | unwanted physical | | offline) is making |
| | | 1 | contact | | them feel unsafe or |
| | | | | | uncomfortable; how |
| | | 1 | | | to manage this and |
| I | 1 | | 1 | | to manage this and |

| | | PIXL ONLINE SAFETY session 9 Core Theme 3: Living In The Wider World <i>Media Literacy &</i> <i>digital resilience</i> L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results | ask for support if necessary R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |
|------------|--|---|--|
| Skills | | | |
| Vocabulary | | | |