

PSHE and RSE CURRICULUM: KNOWLEDGE AND SKILLS PROGRESSION



Core Themes: Relationships, Living in the Wider World, Health and Wellbeing

INTENT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 1
NURSERY	Building Relationships	Building Relationships	Managing Self	Managing Self	Self-Regulation	Self-Regulation
	<p>Skills: Plays in a group extending and elaborating play ideas</p> <p>Initiates play, offering cues to peers to join in</p> <p>Responds to what others say or do and keeps play going</p>	<p>Skills: Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p>	<p>Skills: Selects and uses activities and resources with help</p> <p>Enjoys responsibility of carrying out small tasks</p> <p>Talks confidently to other children whilst playing</p> <p>Communicates freely about own home and community</p>	<p>Skills: Shows confidence in asking adults for help</p> <p>Welcomes and values praise for what they have done</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Skills: Begins to accept the needs of others</p> <p>Takes turns and shares resources, sometimes with support</p> <p>Adapts behaviour to different events, social situations and changes in routine</p>	<p>Skills: Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met</p>
	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily • Know that hands can be used kindly and unkindly 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify feelings associated with belonging • Skills to play cooperatively with others • Be able to consider others' feelings 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know what a family is • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that they need to exercise to keep healthy • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that being kind is good • Know special things about themselves • Know how happiness and sadness can be expressed 	<p>Knowledge:</p> <ul style="list-style-type: none"> • listen to others • take turns to express a view • Know how happiness and sadness can be expressed • Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people

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RECEPTION	Building Relationships	Building Relationships	Managing Self	Managing Self	Self-Regulation	Self-Regulation
	<p>Rights Charter</p> <p>Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children</p> <p>Talks about how they and others show feelings</p> <p>Says why they like some activities more than others</p>	<p>Confident to speak to other about own needs, wants interests and opinions</p> <p>Plays co-operatively</p> <p>Beginning to be able to negotiate and solve problems without aggression Literacy and PD</p>	<p>Confident to try new activities</p> <p>Says when they do or don't need help</p> <p>Initiates conversations, attends to and takes account of what others say</p> <p>Works as part of a group or class, and understands and follows the rules.</p>	<p>Takes account of one another's ideas about how to organise an activity</p> <p>Confident to speak in a familiar group</p> <p>Talks about their ideas</p> <p>Asks appropriate questions of others</p> <p>Talks about their own and others' behaviour and its consequences.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children</p> <p>Can describe self in positive terms and talk about abilities</p> <p>Recognises their achievements and what they are good at</p> <p>Explains own knowledge and understanding</p> <p>Asks appropriate questions of others</p> <p>Chooses resources they need for their chosen activities</p> <p>Talks about how they and others show feelings</p>	<p>Say when they do or don't need help</p> <p>Explains own knowledge and understanding</p> <p>Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children</p> <p>Talks about their own and others' behaviour and its consequences P</p> <p>Takes steps to resolve conflicts with other children by finding compromises</p> <p>Confident to speak to other about own needs, wants interests and opinions</p> <p>Beginning to be able to negotiate and solve problems without aggression</p>
	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify feelings of happiness and sadness • Be responsible in the setting 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know that people can be good at different things • Know what being unique means • Know that families can be different 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know what to do if they get lost • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt

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Y1/2	Theme: Rights, Responsibilities and Respect	Theme: Keeping Myself Safe	Theme: Valuing Difference	Theme: Being My Best	Theme: Identity, society and equality	Theme: Me and My Relationships (RSE)
	<p>Skills: Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise how their behaviour affects other people. • recognise right and wrong. • recognise how their behaviour and that of others may influence people both positively and negatively. <p>Right and Wrong: 'In the Right'</p> <ul style="list-style-type: none"> • understand the difference between right and wrong. <p>elf-assess, understanding how this will help their future actions.</p> <ul style="list-style-type: none"> • recognise right and wrong, what is fair and unfair and explain why. • recognise the difference between good and bad choices. • listen to, reflect on and respect other people's views and feelings. 	<p>Skills:</p> <ul style="list-style-type: none"> • recognise and respond to different issues of safety relating to themselves and others and how to get help. • use strategies to stay safe when using ICT and the internet. <p>understand the difference between impulsive and considered behaviour.</p> <ul style="list-style-type: none"> • recognise how their behaviour affects other people. • consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying. • recognise the difference between good and bad choices. • recognise how attitude and behaviour, including bullying, may affect others. • recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. • recognise how their behaviour and that of others may influence people both positively and negatively. • recognise that there are people who care for and look after them. • identify different relationships that they have and why these are important. • seek help from an appropriate adult when necessary. • know how to keep safe and how and where to get help 	<p>Skills:</p> <ul style="list-style-type: none"> • understand our role in the class community. • know how to contribute to the life of the classroom. • listen to and show consideration for other people's views. • identify the importance of rules and be able to say why rules applying to them are necessary. • work independently and in groups, taking on different roles and collaborating towards common goals. • consider ways of looking after the school or community and how to care for the local environment. 	<p>Skills:</p> <ul style="list-style-type: none"> • make simple choices that improve health and wellbeing e.g. healthy eating. • make positive real-life choices. • recognise why healthy eating and physical activity are beneficial. • manage basic personal hygiene. 	<p>Skills:</p> <ul style="list-style-type: none"> • recognise where money comes from and the choices people make to spend money on things they want and need. • identify the different types of work people do and learn about different places of work. • recognise and manage risk in everyday activities. • recognise where money comes from and the choices people make to spend money on things they want and need. • understand that we cannot always afford the items we want to buy. • contribute to enterprise activities. 	<p>Skills:</p> <ul style="list-style-type: none"> • reflect on the similarities and differences between people. • recognise the simple physical changes to our bodies experienced since birth. • reflect on the similarities and differences between people. • recognise the simple physical changes to our bodies experienced since birth. • recognise why healthy eating and physical activity are beneficial. • recognise and respond to different issues of safety relating to themselves and others and how to get help. • take responsibility for their own safety and the safety of others and be able to seek help in an emergency. • make simple choices that improve

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<p>Y1/2</p>	<p>Knowledge: Some behaviours are never right under any circumstances e.g. bullying, stealing etc.</p> <ul style="list-style-type: none"> • It is best to think of the consequences of an action before you do it because there are always consequences to everything we do; it may help you to make the right decisions before it is too late. • Without rules, there would be no respect; it would make things unsafe. • Rules are negative and sanction-led whereas expectations are positive and encourage responsible behaviour. 	<p>Knowledge: We must be careful who we communicate with online because we do not know who we are communicating with and this is dangerous.</p> <p>A bully is someone that engages in persistent and repeated physical or mental abuse.</p> <ul style="list-style-type: none"> • Name-calling affects the person being called names because once it is said it cannot be taken back, so it hurts in the long-term. • Cyber-bullying is persistent and repeated nastiness using an online platform. <p>‘Considered behaviour’ is when someone considers the consequences before acting; it is a deliberate behaviour.</p> <ul style="list-style-type: none"> • A bad secret is one that makes you feel uncomfortable whereas a good secret is one that makes you feel excited and happy. • If you need help and you are not with a trusted adult, you should find an adult that you know e.g. a neighbour or a shop keeper or an adult in uniform e.g. a policeman. 	<p>Knowledge: You support your school community by behaving responsibly.</p> <ul style="list-style-type: none"> • Another example of a community is the Brownies, a swimming club etc. • Being part of a community enables people to support each other and achieve common goals. • School could be described as a community because it comprises a group of people who are working towards the same goal - which is to learn. • We can help to look after others in our school community and our wider community by behaving responsibly • It is important to see things from other people’s point of view as there are often other ways of looking at things. • A ‘positive impact’ means that something has a good effect 	<p>Knowledge: We should know which foods are healthy and good for our bodies</p> <p>We have four types of different teeth: incisors, canines, molars and premolars.</p> <ul style="list-style-type: none"> • Incisors cut food, canines tear food, premolars crush it and molars grind it up. • We should clean our teeth by using a brush with some appropriate toothpaste in a gentle circular motion. • Other than brushing, we can also use mouthwash and dental floss, eat healthily and visit the dentist regularly to look after our teeth. • Fruit, vegetables and calcium-rich dairy products are all good for our teeth. • If we don’t keep clean, we will smell nasty, look dirty and become unwell. • The best way to keep clean is to bath/shower, wash hands and wash our hair. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • People are worth more than money because we can replace money but not people. • We should keep money safe so that people do not steal it and so we can save it to buy things that we may want/need at another time. • It is wrong to steal money because it has to be earned. • It is more important to buy food than toys because food is a need whereas toys are a want. • Money is important because we need it to live and survive. • You can earn money by working or by selling something 	<p>Knowledge:</p> <ul style="list-style-type: none"> • The key physical difference is that boys have a penis and girls have a vagina. • Differences between boys and girls do not matter because we are still equal. • Only someone who we allow to touch us has the right to touch us. • Examples of appropriate touching include a hug and a kiss etc • If you stay outside in the sun without taking any sun safety precautions, you would burn and become unwell. • If you do not take care when crossing the road, you could get badly hurt.
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Y2/3	Theme: Rights, Responsibilities and Respect	Theme: Keeping Myself Safe	Theme: Valuing Difference	Theme: Being My Best	Theme: Identity, society and equality	Theme: Me and My Relationships (RSE)
	<p>Skills:</p> <ul style="list-style-type: none"> • recognise that there are people who care for and look after them. • identify different relationships that they have and why these are important. • develop positive relationships through work and play. • recognise how attitude and behaviour, including bullying, may affect other. • listen to and show consideration for other people's views. • listen to, reflect on and respect other people's views and feelings. • work and play independently and in groups, showing sensitivity to others 	<p>Skills:</p> <ul style="list-style-type: none"> • show awareness of issues affecting communities and groups. • identify and understand why laws are made and how they are applied justly. • reflect on the impact of people's actions on others. • know how to keep safe and how and where to get help. • recognise and respond to issues of safety relating to myself and others and how to get help. • use strategies to stay safe when using ICT and the internet. • behave safely and responsibly in different situations. • follow school rules about health and safety and know where to get help. • use ICT safely including keeping electronic data secure. • use ICT safely including using software features and settings. • begin to make responsible choices and consider consequences. • recognise the need to take responsibility for my actions. • recognise right and wrong, what is fair and unfair and explain why. • recognise that some substances can help or harm the body. • seek help from an appropriate adult when necessary. • know how to keep safe and how and where to get help. • recognise and manage risk in everyday activities. 	<p>Skills:</p> <ul style="list-style-type: none"> • work co-operatively, showing fairness and consideration to others. • recognise and respect similarities and differences between people. • empathise with another viewpoint. • form and maintain appropriate relationships with a range of different people. • recognise stereotyping and discrimination. • listen to, reflect on and respect other people's views and feelings. • challenge stereotyping and discrimination. • talk about their views on issues that affect them and their class. • identify the difference between needs and wants. • make decisions, giving consideration to the impact they may have on others. • set goals, prioritise and manage time and resources, understanding how this will help their future actions. • recognise what influences the choices people make about how money is spent. 	<p>Skills:</p> <ul style="list-style-type: none"> • recognise and respect similarities and differences between people. • recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health. • self-assess, understanding how this will help their future actions. • develop strategies for managing and controlling strong feelings and emotions. • explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. • begin to make informed lifestyle choices.. • listen to, reflect on and respect other people's views and feelings. • set goals, prioritise and manage time and resources, understanding how this will help their future actions. • begin to make responsible choices and consider consequences. • identify the difference between needs and wants. 	<p>Skills:</p> <ul style="list-style-type: none"> • recognise where money comes from and the choices people make to spend money on things they want and need. • understand that we cannot always afford the items we want to buy. • contribute to enterprise activities. 	<p>Skills:</p> <ul style="list-style-type: none"> • listen to and show consideration for other people's views. • recognise the importance of local organisations in providing for the needs of the local community. • make decisions, giving consideration to the impact they may have on others. • recognise and manage risk in everyday activities. • take responsibility for their own safety and the safety of others and be able to seek help in an emergency. • extend strategies to cope with risky situations. • behave safely and responsibly in different situations.
	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:

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Y2/3	<ul style="list-style-type: none"> • If countries were friendlier towards each other they could work together and achieve more. • You can be generous by giving your time as well as giving money and help. 	<ul style="list-style-type: none"> • We can stay safe online by following the E-safety policy when in school and, when at home, only go on sites that we trust and do not chat to anyone who we do not know. • It is important to follow internet safety rules to keep yourself and others safe. • We must be careful about sharing our name, date of birth and/or address on line. • You can get help and support about internet concerns from a trusted adult. • The positives of being responsible for a class are that it is nice to be in control and see pupils progress; the negatives are the hard work of preparing. • We should only take medicines when prescribed/given by a doctor or nurse. • If too much medicine is taken, it can be very dangerous and we could get very ill. 	<ul style="list-style-type: none"> • We are connected within our class eg the same teacher, same uniform and same school etc. • There are many different family setups e.g. stepparents. • A family gives us support and stability. • 'Discrimination' is when you unfairly treat someone differently on the grounds of race or religion. • We should respect other people's beliefs because it is every person's right to believe what they want. • 'Diversity' means a range of differences • We are all different in that we have obvious physical and personality differences. • We are the same in many ways, e.g. all breathe, eat and sleep. • We spend our money based on what we want and need and how much we have. • We should save money to help us pay for things we might need in the future. • What we spend our money on is influenced by friends and family and things we may need or want. • We think about our future wants/needs so that we handle our money responsibly and make sure we have enough. 	<ul style="list-style-type: none"> • Physical health is about the body and mental health is about the mind. • Physical, emotional and mental health are all equally important as they all work together to keep us healthy and happy. • Goal setting is important because you can gain motivation from having something to aim towards. <p>We can keep ourselves healthy physically by exercising, emotionally by doing things we enjoy (e.g. spending time with friends and family) and mentally by thinking positively and setting goals.</p> <ul style="list-style-type: none"> • When we are exercising, our heart rate increases, our breathing rate increases and we sweat. 	<ul style="list-style-type: none"> • It is more important to buy food than toys because food is a need whereas toys are a want. • Money is important because we need it to live and survive. • You can earn money by working or by selling something. 	<ul style="list-style-type: none"> • 'First Aid' is emergency medical help. • In an emergency, call 999; this gives you access to Ambulance, Police and Fire Brigade services. • When making an emergency phone call, you need to have the address of where you need help and details about what's wrong. • A paramedic will provide emergency on-scene medical assistance.
Y4/5	Theme: Rights, Responsibilities and Respect	Theme: Keeping Myself Safe	Theme: Valuing Difference	Theme: Being My Best	Theme: Identity, society and equality	Theme: Me and My Relationships (RSE)

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	<p>Skills:</p> <ul style="list-style-type: none"> • recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice. • work co-operatively, showing fairness and consideration to others. • reflect on their own mistakes and make amends. • take the lead, prioritise actions and work independently and collaboratively towards goals. • respond to challenges, including recognising, taking and managing risk. • empathise with another viewpoint. • respond to challenges, including recognising, taking and managing risk. • face new challenges positively and know when to seek help <p>(Y5)</p> <ul style="list-style-type: none"> • recognise and respect similarities and differences between people. 	<p>Skills:</p> <ul style="list-style-type: none"> • work co-operatively, showing fairness and consideration to others. • talk about their views on issues that affect them and their class. • empathise with another viewpoint. • work co-operatively, showing fairness and consideration to others. • talk about their views on issues that affect them and their class. • form and maintain appropriate relationships with a range of different people. • recognise how their behaviour and that of others may influence people both positively and negatively. • listen to and show consideration for other people's views. • develop strategies for managing and controlling strong feelings and emotions. • empathise with another viewpoint. • know how to keep safe and how and where to get help. 	<p>Skills:</p> <ul style="list-style-type: none"> • recognise that communities and the people within them are diverse, changing and interconnected. • discuss how people can live and work together to benefit their communities. • recognise and respect similarities and differences between people. • work independently and in groups, taking on different roles and collaborating towards common goals. • work independently and in groups, taking on different roles and collaborating towards common goals. • recognise how new relationships may develop. 	<p>Skills:</p> <ul style="list-style-type: none"> • self-assess, understanding how this will help their future actions. • begin to reflect on their worth as an individual by identifying positive things about themselves and their achievements. • recognise what they are good at. • recognise, name and manage their feelings in a positive way. • reflect on the range of skills needed in different jobs. 	<p>Skills:</p> <ul style="list-style-type: none"> • work co-operatively, showing fairness and consideration to others. • face new challenges positively and know when to seek help. • talk about their views on issues that affect them and their class. • work co-operatively, showing fairness and consideration to others. • talk about their views on issues that affect them and their class. • empathise with another viewpoint. • listen to and show consideration for other people's views. • It is important to seek good advice so that we can learn from other experiences. • if you feel you have no one to talk to you can get help and advice from trusted adults or charities like Childline. • It is good to have an opinion so you are thinking for yourself and not just following everyone else. • You can share your views clearly by means of a constructive debate or conversation, not by shouting. • You should value other people's opinions as they may know something that you don't. • You can help someone who has lost someone close to them by listening to them, being a friend to them and being patient with them. 	<p>Skills:</p> <ul style="list-style-type: none"> • develop strategies for managing and controlling strong feelings and emotions. • identify strategies to respond to negative behaviour constructively and ask for help. • form and maintain appropriate relationships with a range of different people. • We lose our first set of teeth so that we can get a new set to fit our larger face, because the rest of our head has grown; these larger teeth need to last us for the rest of our lives. • We can look after our teeth by visiting the dentist regularly, flossing, using mouthwash, brushing regularly and eating healthily.

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<p>Y4/5</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Good communication and collaboration are important for good working relationships. • It is not always good to work with our closest friends; you do not always achieve as much as you could because you are spending too much time off task. • Collaboration means working well with others towards a goal. • When working with others, you may get distracted, sit back and not join in which can result in conflict. • We should identify our strengths so we know what we are good at and work on the things we are not so good at. • It is difficult to say what we are good at because we do not want to appear like we are showing off and we do not always see this as a good thing. • Persistence and resilience mean that you do not give up and you keep going. • These are positive traits because they can help you overcome difficulties and problems and to achieve goals. <p>(Y5 Only)</p> <ul style="list-style-type: none"> • show awareness of changes that take place as they grow. Puberty is the age between childhood and adult. • It is when our bodies change as we become adults. • During this time, children's height and body shapes are 	<p>Knowledge:</p> <ul style="list-style-type: none"> • A 'good friend' will be trustworthy, reliable and kind. • Having good friends makes life so much better because they are a positive influence in your life. • You can show friendship to the people you meet by talking to them, smiling and offering help. • The positive outcome of this is that you could gain a new friend. • Being a good friend is an achievement because it is something you can work towards and put effort in. • 'Empathise' means being able to understand and share someone else's feelings. • Empathising benefits others because it makes them feel supported. • Stay with others in your group when you are on trips to avoid getting lost. • If you think you may be lost you should find a trusted adult or phone someone you know can help you. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Diversity means all the different traits and characteristics that make us all unique. • It is important to celebrate diversity because it stops life from being boring and shows respect for different cultures. • A 'stereotype' is a preconceived idea about someone. • Gender stereotypes should be challenged by bringing them out in to the open and by calling them out. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Self-respect means having pride and confidence in yourself. • If you have self-respect you treat yourself well and make good choices in your best interest which leads to happiness. • It will be easier to achieve our dreams for the future if they are in line with what you are good at. • The decisions we make now have consequences in the future e.g. not listening at school results in less learning. • It is good to try new things as you may find out you can do things you didn't know you could, resulting in higher aspirations. • Goals and dreams are something to aim for and lead to motivation. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Good, clear communication is important to avoid unnecessary conflict and to make needs clear. • A good listener is someone who stops talking and shows empathy. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • You can help someone who has lost someone close to them by listening to them, being a friend to them and being patient with them. • Reminders of a lost loved one helps someone to remember all the positive things and the good memories about them. • A family is a group of people often related who often live together. • A stable family is a unit that should provide support and security for one another.
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	changing. For girls, breast grow, they develop under arm and pubic hair and they start their periods. For boys, their voices deepen, and they grow pubic, under arm and facial hair. Both boys and girls will experience mood swings.					
Y5/6	Theme: Rights, Responsibilities and Respect	Theme: Keeping Myself Safe	Theme: Valuing Difference	Theme: Being My Best	Theme: Identity, society and equality	Theme: Me and My Relationships (RSE)

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<p>Y5/6</p>	<p>Skills:</p> <ul style="list-style-type: none"> • recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice. • discuss how people can live and work together to benefit their communities. • talk, write and explain my views on issues that affect the wider environment. • take action based on responsible choices. • recognise the difference between right and wrong and what is fair and unfair and explain why. • consider the main features of a democracy. • work collaboratively towards common goals. • reach agreements, make decisions and manage discussions to achieve positive results. • self-assess, understanding how this will help their future actions. <p>(RSE) Lesson 1: Just the way you are Lesson 2: Puberty (changing bodies)</p> <p>Lesson 3: Changing emotions Lesson 4: PANTS (NSPCC) – The Underwear Rule</p> <p>Y6 Girls- Periods</p> <ul style="list-style-type: none"> • show awareness of changes that take place as they grow. 	<p>Skills:</p> <ul style="list-style-type: none"> • identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends. • make responsible, informed decisions relating to medicines, alcohol, tobacco, and other substances and drugs. • identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends. • make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. • take responsibility for their own safety and the safety of others and be able to seek help in an emergency. 	<p>Skills:</p> <ul style="list-style-type: none"> • recognise their strengths and how they can contribute to different groups. • work independently and in groups, taking on different roles and collaborating towards common goals. • recognise how new relationships may develop. • reflect on the many different types of relationships that exist. • recognise that communities and the people within them are diverse, changing and interconnected. • work and play independently and in groups, showing sensitivity to others. • identify the skills they need to develop to make their own contribution in the working world in the future. • recognise that positive friendships and relationships can promote health and wellbeing 	<p>Skills:</p> <ul style="list-style-type: none"> • recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. • work collaboratively towards common goals. • reach agreements, make decisions and manage discussions to achieve positive results. • recognise how people manage money and learn about basic financial capability. • make connections between learning, the world of work and their future economic wellbeing. • look after their money and realise that future wants and needs may be met through saving. • identify the difference between needs and wants. • set goals, prioritise and manage time and resources, understanding how this will help their future actions. • identify the skills needed to develop to make their own contribution in the working world in the future. • show initiative and take responsibility for activities that develop enterprise capability. • begin to set personal goals. 	<p>Skills:</p> <ul style="list-style-type: none"> • identify different forms of discrimination against people in societies. • recognise and respect similarities and differences between people. • recognise stereotyping and discrimination. • recognise the factors influencing opinion and choice, including the media. • challenge stereotyping and discrimination. 	<p>Skills:</p> <ul style="list-style-type: none"> • recognise their strengths and how they can contribute to different groups. • identify and talk about their own and others' strengths and weaknesses and how to improve. • self-assess, understanding how this will help their future actions. • identify the skills they need to develop to make their own contribution in the working world in the future. • work collaboratively towards common goals. • make connections between their learning, the world of work and their future economic wellbeing. • begin to set personal goals. <p>Y6 RSE- Sex Education Lesson 1: Let's talk about sex Lesson 2: Human reproduction</p>
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	<p>Puberty is the age between childhood and adult.</p> <ul style="list-style-type: none"> • It is when our bodies change as we become adults. • During this time, children's height and body shapes are changing. For girls, breast grow, they develop under arm and pubic hair and they start their periods. For boys, their voices deepen, and they grow pubic, under arm and facial hair. Both boys and girls will experience mood swings. 					
	<p>Knowledge:</p> <ul style="list-style-type: none"> • 'Anarchy' means to live without rule, giving individuals the freedom to be in charge of themselves. • An example of a democracy is in the UK where we have a government and monarchy (sovereignty). • An example of a dictatorship is North Korea. • It is important to have equal rights to ensure that life is fair for everyone. • Equal rights mean that there is respect for individuals and everyone in everyday life. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Drugs are positive as medicines but recreational drugs are negative. • Examples of illegal drugs are cocaine and heroin. • Alcoholic drinks can make you drunk, affecting your behaviour, impairing your judgement and making you unwell; they can also be addictive. • Non-alcoholic drinks are safe as they do not have the same negative effects. • It is illegal for children to drink as it may put them in an unsafe situation. • If you are offered a cigarette you should decline it. • Smoking is harmful because it causes illness and disease. • If you inhaled a volatile substance, you could become 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Collaboration is needed different skills are needed to work towards an end goal. • If someone is not playing their part within the team, you should encourage them to join in and support them in this; point out to them how their behaviour affects others. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • A budget is an amount of money that you can spend. • Without a budget, you could over-spend. • 'Buy now, pay later' deals encourage you to spend more than you can afford and you do not know what is going to happen between now and later. • You should save money for the future because it is uncertain and you do not know what you will need. • Find the best deal on an item by searching the internet, shopping around and also by using price comparison sites. • It is unwise to buy at the first price you see; you should look around and compare prices to ensure that you get the best deal. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Discrimination means treating someone differently for no good reason e.g. due to race, skin colour religion. • Discrimination affects people's self-esteem, identity and their place in society. • A stereotype is a preconceived idea about someone. • A group of people with commonalities such as cultural identity and family life have something that links them together; this makes them feel like they belong to each other. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Aspirations provide long term goals and something to look forward to in the future. • A sense of achievement gives someone purpose. • We can help others to achieve their potential by identifying their strengths and setting goals. • Fake news can be spotted by looking for errors such as incorrect spellings/facts, humour and also the fact that it was written by only one source.

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		<p>very unwell and this could be life threatening.</p> <ul style="list-style-type: none">• Someone might take the risk because they have been dared by a friend, they many want to appear 'cool' and 'big' or they succumb to peer pressure.• Some accidents can be avoided by taking more time and care in certain situations.• If you are in any doubt about what to do in a first-aid situation, you should call 999.				
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