

PSHCE and RSE

Summary and progression						Being Me in My World
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Understand how it feels to belong and that we are similar and different. Start to recognise and manage feelings. Enjoy working with others to make school a good place to be. Understand why it is good to be kind and use gentle hands. Start to understand children's rights and this means we should all be allowed to learn and play. Learn what being responsible means. 	<ul style="list-style-type: none"> Understand our rights and responsibilities as a member of our class. Recognise the choices that we make. Understand that there are consequences. Recognise a range of feelings. Recognise how it feels to be proud of an achievement. 	<ul style="list-style-type: none"> I understand and can articulate my rights and responsibilities as a member of the class. I understand the rewards and consequences in my class. I can identify some hopes and fears for this year. I can listen to other people and contribute my own ideas about rewards and consequences. I can work cooperatively. 	<ul style="list-style-type: none"> Recognise self-worth and identify positive things about personal achievements. Set personal goals. Face new challenges positively, make responsible choices and ask for help when needed. Understand why rules are needed and how they relate to rights and responsibilities. Understand that my actions affect myself and others. Make responsible choices and take actions. Understand how actions affect others. 	<ul style="list-style-type: none"> Know my attitudes and actions make a difference. Understand who is in my school community, the roles they play and how I fit. Understand how democracy works through the school, and how having a voice benefits the school community. Understand that my actions affect myself and others. Understand how groups come together to make decisions. 	<ul style="list-style-type: none"> Face new challenges positively and know how to set personal goals. Understand my rights and responsibilities as a British citizen. Make choices about my own behaviour and understand how rewards and consequences feel. Understand how an individual's behaviour can impact a group. Understand how democracy and having a voice benefits the school community, and know how to participate in this. 	<ul style="list-style-type: none"> Identify my goals for this year, understand my fears/worries about the future and know how to express them. Know that there are universal rights for all children, but for many, these rights are not met. Understand that my actions affect other people locally and globally. Make choices about my own behaviour and I understand how these relate to my rights and responsibilities. Understand how an individual's behaviour can impact a group. Understand democracy and can independently participate in this.
Summary and progression						Celebrating Difference
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Identify something I am good at and understand everyone is good at different things. Understand that being different makes us all special. Know we are all different but the same in some ways Tell you why I think my home is special to me. Tell you how to be a kind friend. Know which words to use to stand up for myself when someone says or does 	<ul style="list-style-type: none"> Identify similarities between people in our class. Identify difference between people in our class. Explain what bullying is. Know some people to talk to if we feel unhappy or being bullied. Know how to make new friends. 	<ul style="list-style-type: none"> Start to understand that sometimes people make assumptions about boys and girls. Understand that bullying is sometimes about difference. Recognise what is right and wrong and know how to look after myself. Know some ways to make new friends. 	<ul style="list-style-type: none"> Understand that everybody's family is different and important to them. Understand that difference and conflicts sometimes happen among family members. Know what it means to be a witness to bullying, and understand that they can make situations better/worse. Recognise that some words are used hurtful ways. 	<ul style="list-style-type: none"> Understand that, sometimes, we make assumptions based on what people look like. Understand what influences me to make assumptions based on how people look. Know that sometimes bullying is hard to spot and I know what to do if I think it is going on. Tell you why witnesses sometimes join in with bullying and don't tell. Identify what is special about me and value the ways in which I am unique. 	<ul style="list-style-type: none"> Understand that cultural difference sometimes cause conflict. Understand what racism is. Understand how rumour-spreading and name-calling can be bullying behaviours. Explain the difference between direct and indirect types of bullying. Compare my life with people in the developing world. Enjoy and respect other people's cultures. 	<ul style="list-style-type: none"> Understand that there are difference perceptions about what 'normal' means. Understand how having a disability could affect someone life. Explain some of ways in which one person or a group can have power over another. Know some of the reasons why people use bullying behaviours. Give examples of people with disabilities who lead

something unkind.						amazing lives. <ul style="list-style-type: none">• Explain ways in which difference can be the source of celebration or conflict.
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Summary and progression						Dreams and Goals
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Understand that if I persevere I can tackle challenges. Tell you about a time I didn't give up until I achieved my goal. Set a goal and work towards it. Use kind words to encourage people. Understand the link between what I learn now and the job I might like to do when I'm older. Say how I feel when I achieve a goal and know what it means to feel proud. 	<ul style="list-style-type: none"> Set simple goals. Set a goal and work out how to achieve it. Understand how to work well with a partner. Tackle a new challenge and understand this might stretch learning. Identify obstacles which make it more difficult to achieve new challenges and can work out how to overcome them. 	<ul style="list-style-type: none"> Choose a realistic goal and think about how to achieve it. Persevere even when I find tasks difficult. Recognise who it easy for me to work with and who is more difficult. Work cooperatively in a group to create an end product. Explain some ways I worked cooperatively in my group. Know how to share success with other people. 	<ul style="list-style-type: none"> Talk about a person who has faced difficult challenges and achieved success. Identify a dream/ambition that is important. Break down a goal into a number of steps and know how to achieve it. Take responsibility for my own learning and can use personal strengths to achieve challenges. Recognise obstacles which might hinder personal achievements and take steps to overcome them. Evaluate personal learning processes and identify how it can be better next time. 	<ul style="list-style-type: none"> Tell you about my hopes and dreams. Understand that sometimes hopes and dreams do not come true and that can hurt. Know that reflecting on happy experience can help me to counteract disappointment. Know how to make a new plan and set new goals if I have been disappointed. Know how to work out the steps to achieve goals, and can do this in a group. Identify the contributions made by myself and others to a group's achievements. 	<ul style="list-style-type: none"> Understand that money is needed to help achieve some dreams. Know about a range of jobs carried out by people and explore how much people earn in different jobs. Identify a job they would like to do when they grow up and understand how to achieve it. Describe the dreams and goals of young people in different cultures. Understand that communicating with someone in a different culture means we can learn from each other. Encourage peers to support young people here and abroad to meet their aspirations. 	<ul style="list-style-type: none"> Know my learning strengths and can set challenging, but realistic goals for myself. Work out the learning steps I need to reach my goal and understand how to motivate myself. Identify problems in the world that concern me and talk to others about them. Work with other people to help make the world a better place. Describe some ways in which we work with other people to make the world a better place. Know what some people in my class like and admire about me and can accept their praise.

Summary and progression						Healthy Me
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Understand that I need to exercise to keep my body healthy. Understand how moving and resting are good for my body. Know which foods are healthy and not so healthy and can make healthy eating choices. Know how to help myself go to sleep and understand why sleep is good for me. Wash my hands thoroughly and understand why this is important especially. Know what a stranger is and how to stay safe if a 	<ul style="list-style-type: none"> Understand the difference between healthy and unhealthy, and know some ways to keep ourselves healthy. Know how to make healthy lifestyle choices. Know how to keep ourselves clean and healthy, and understand how germs cause disease/illness. Know that all household products (including medicines) can be harmful if not used properly. Understand that medicines can help me when I am 	<ul style="list-style-type: none"> Know what I need to keep my body healthy. Show or tell you what relaxed means. Know some things that can make you relax/stressed. Understand how medicines work in my body and how important it is to use them safely. Sort foods into the correct food groups and know which foods are healthy. Decide which foods to eat to give my body energy. Make some healthy snacks and explain why they are good for my body. 	<ul style="list-style-type: none"> Understand how exercise affects our bodies and know why hearts and lungs are such important organs. Explain personal knowledge and attitude towards drugs. Identify things, people and places that are needed to keep safe, and explain some strategies to do this. Understand that, like medicines, some household substances can be harmful if not used correctly. Understand how complex the body is and how important it is to take care of it. 	<ul style="list-style-type: none"> Recognise how different friendship groups are formed, how I fit in and the friends I value. Recognise the changing dynamics between people in different groups. Understand the facts about smoking and its effects on health, and why some people start to smoke. Understand the facts about alcohol and its effects on health, and why some people drink alcohol. Recognise when people are putting pressure on me and explain ways to resist this. 	<ul style="list-style-type: none"> Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Know some of the risks with misusing alcohol, including anti-social behaviour. Know and put into practice basic emergency first aid procedures (including the recovery position) and how to get help in an emergency. Understand how the media and celebrity culture promotes certain body types. Describe the different roles food can play in people's 	<ul style="list-style-type: none"> Know the impact of food on the body, e.g. Creating energy, giving comfort and altering mood. Know about different types of drugs and their uses and their effects on the body. Evaluate when alcohol is being used responsibly, anti-socially or being misused. Know and put into practice basic emergency first aid procedures (including the recovery position) and how to get help in an emergency. Understand what it means to be emotionally well and can explore people's attitude

<p>stranger approaches me.</p>	<p>poorly and I know how to use safely.</p> <ul style="list-style-type: none">• Know how to keep ourselves safe when crossing the road.			<ul style="list-style-type: none">• Know myself well enough to have a clear picture of what is right and wrong.	<p>lives and can explain the link between body image and eating disorders.</p> <ul style="list-style-type: none">• Know what makes a healthy lifestyle.	<p>towards mental health/illness.</p> <ul style="list-style-type: none">• Recognise when I feel stressed and the triggers that cause this. I understand how stress can cause alcohol misuse.
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Summary and progression						Relationships
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Identify some of the jobs I do in my family and how I feel like I belong. Know how to make friends to stop myself from feeling lonely. Think of ways to solve problems and stay friends. Start to understand the impact of unkind words. Use Calm Me time to manage my feelings. Know how to be a good friend. 	<ul style="list-style-type: none"> Identify the members of our families and understand that there are lots of different families. Identify what being a good friend is. Recognise which forms of physical contact are acceptable and unacceptable. Know who can help us in our school community. Recognise our qualities as a person and friend. 	<ul style="list-style-type: none"> Identify the different members of my family, understand my relationship with each of them and why know why it is important to share and cooperate. Understand that there are lots of forms of physical contact within a family, and some of this is acceptable and some is not. Identify some of the things that cause conflict with my friends. Understand that sometimes it is good to keep a secret and sometimes not. Recognise and appreciate people who can help me. Express my appreciation for others. 	<ul style="list-style-type: none"> Identify the roles and responsibilities of each member of a family and reflect on the expectations for males/females. Identify and put into practice some of the skills of friendship Use some strategies for keeping safe. Explain how some of actions and work of people around the world help and influence our lives. Understand how needs and rights are shared by children around the world, and identify how lives may be different. Express appreciation to my friends and family. 	<ul style="list-style-type: none"> Recognise situations which can cause jealousy in relationship. Identify someone I love and can express why they are special to me. Tell you about someone I know that I no longer see. Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. Know how to show love and appreciation to the people and animals who are special to me. 	<ul style="list-style-type: none"> Have an accurate picture of who you are as a person in terms of characteristics and personal qualities. Recognise how friendships change, know how to make new friends and how to manage when you fall out with friends. Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. Understand and can explain how to stay safe when using technology to communicate. 	<ul style="list-style-type: none"> Identify the most significant people in my life. Know some of the feelings we have when someone dies or leaves. Understand that there are different stages of grief and there are different types of loss that cause others to grieve. Recognise when people are trying to gain control. Understand how technology can be used to try to gain power or control and use strategies to prevent this. Use technology positively and safely to communicate.
Summary and progression						Changing Me
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Name parts of the body. Tell you some things I can do and foods I can eat to be healthy Understand that we all grow from babies to adults Express how I feel about moving to Year 1 Talk about my worries and/or the things I am looking forward to about being in Year 1. Share my memories of the best bits of this year in Reception 	<ul style="list-style-type: none"> Starting to understand the life cycles of animals and humans. Explain some things about me that have changed and some things about me that have stayed the same. Explain how bodies change from babyhood. Identify parts of the body that make boys different to girls, and use the correct terminology. Understand that every time we learn something new, we change a little bit. 	<ul style="list-style-type: none"> Recognise cycles of life in nature. Tell you about the natural process of growing from young to old, and understand that this is not in my control. Recognise how my body has changed since I was a baby and what I am on the continuum. Recognise the physical differences between boys and girls using the correct terminology, and appreciate that some parts are private. Understand that there are different types of touch 	<ul style="list-style-type: none"> Understand that in animals and humans lots of changes happen between conception and growing up, and it is usually the female who has the baby. Understand how babies grow and develop in the mother's uterus. Understand what a baby needs to live and grow. Understand that boys' and girls' bodies need to change so they can grow to make babies. Identify how boys' and girls' bodies change on the outside. 	<ul style="list-style-type: none"> Understand that some of my personal characteristics have come from my birth parents and that this happens when sperm and eggs join. Correctly label the internal and external parts of male and female bodies that make a baby. Describe how a girl's body changes in order for her to make babies, and that menstruation is a natural part of this. Know how the circle of change works and can apply it to changes I want to make. 	<ul style="list-style-type: none"> Be aware own self-image and how body image fits into that. Explain how a boys' and girl's body changes during puberty Explain the importance of looking after yourself internally and externally. Understand that sexual intercourse can lead to conception and this is usually how babies are made – understand that sometimes people need IVF. Identify what you are looking forward to about becoming a teenager and understand the growing responsibilities. 	<ul style="list-style-type: none"> Be aware of my own self-image and how my body image fits into that. Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Ask the questions I need answered about changes during puberty. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Understand how being

		<ul style="list-style-type: none"> • Identify what I am looking forward to when I am in year 3. 	<ul style="list-style-type: none"> • Start to recognise stereotypical ideas about parenting roles. • Identify what to look forward to in year 4. 	<ul style="list-style-type: none"> • Identify changes that have been and may continue to be outside of my control. • Identify what I am looking forward to when I am in year 5. 	<ul style="list-style-type: none"> • Identify what you looking forward to when in year 6. 	<p>physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <ul style="list-style-type: none"> • Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.
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