



## PSHE and RSE Progression of Skills

**Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.**

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools *must* cover from September 2020 (though not all they *should* cover as part of broader PSHE education).

This updated edition of the PSHE Association Programme of Study for PSHE education will support schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

This Programme of Study sets out learning opportunities for key stage 1 to 5, based on three core themes:

**CORE THEME 1: HEALTH AND WELLBEING**

**CORE THEME 2: RELATIONSHIPS**

**CORE THEME 3: LIVING IN THE WIDER WORLD**

### Aims

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.



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### Reception Class

The children in Reception Class follow the Early Years Foundation Stage Curriculum. PSHE and RSE feeds into all 17 areas of learning but here is a breakdown of the main skills and where they are taught throughout the year. For further details please see the EYFS Long Term Plan.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships		
Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2021		
<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... <i>fair, agree, turns, together, share</i> <ul style="list-style-type: none"> <li>⇒ How to compromise and negotiate to solve problems</li> <li>⇒ Use □ book talk □ puppets □ real life experiences</li> </ul> </li> <li>Begin to express feelings and consider the feelings of others           <ul style="list-style-type: none"> <li>⇒ Identify and name emotions ... <i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i></li> <li>⇒ Link book character's emotion to own experiences ... <i>expression, mood, feeling/emotion</i></li> </ul> </li> <li>Begin to set own goals and show resilience and perseverance in the face of challenge           <ul style="list-style-type: none"> <li>⇒ Set a shared goal with a friend</li> </ul> </li> <li>Begin to identify and moderate own feelings socially and emotionally           <ul style="list-style-type: none"> <li>⇒ Focus on □ keeping <i>calm</i> □ being <i>patient</i> □ waiting for a <i>turn</i> □ <i>sharing</i> □ tidying up after themselves</li> </ul> </li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs ... <i>fasten</i> <ul style="list-style-type: none"> <li>⇒ Independent use of □ zips □ buttons □ coats □ shoes</li> </ul> </li> <li>Develop confidence to try new activities and show independence           <ul style="list-style-type: none"> <li>⇒ Access all types of enhancements (indoors &amp; outdoors)</li> </ul> </li> <li>Know and begin to talk about the different factors that support their overall health and wellbeing:           <ul style="list-style-type: none"> <li>⇒ Toothbrushing – importance and how ... <i>clean, decay</i></li> <li>⇒ Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i></li> </ul> </li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Begin to see self as a valuable individual           <ul style="list-style-type: none"> <li>⇒ Describe self, positively ... <i>proud, special, love</i> (use books: <i>'Happy in Our Skin' &amp; 'My Hair'</i>)</li> </ul> </li> <li>Begin to build constructive and respectful relationships           <ul style="list-style-type: none"> <li>⇒ Use social language to develop friendships see CL</li> </ul> </li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Express feelings and consider the feelings of others</li> <li>Set own goals and show resilience and perseverance in the face of challenge</li> <li>Identify and moderate own feelings socially and emotionally</li> <li>Think about the perspectives of others</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs</li> <li>Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>See self as a valuable individual</li> <li>Build constructive and respectful relationships</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> <li>Show sensitivity to their own and to others' needs.</li> <li>Continue to see self as a valuable individual</li> </ul>



**COMMUNICATION & LANGUAGE:** □ Listening, Attention & Understanding □ Speaking

**Educational Programme:** The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
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**Learning Priorities: [Linked to Development Matters 2021](#) \* See [EY2P Communication & Language Booklet](#)**

Listening, Attention and Understanding
<ul style="list-style-type: none"> <li>▪ <i>Understand a question or instruction that has two parts</i> ⇒ Daily routines e.g. tidy up time, challenges... <i>instruction</i></li> <li>▪ <i>Understand 'why' questions</i> ⇒ Why do you think he/she feels...?</li> <li>▪ Understand how to listen carefully and why listening is important</li> <li>▪ Learn new vocabulary linked to daily routine / theme ⇒ See <i>UW</i>: □ Me and My Family □ Autumn □ Celebrations</li> <li>▪ <i>Begin to</i> engage in story time ⇒ Join in with repeated refrains / fill in rhyming words</li> <li>▪ Listen to and <i>begin to</i> talk about stories to build familiarity and understanding ⇒ Discuss characters, events, setting ... <i>character, happened</i></li> <li>▪ Listen carefully to rhymes and songs and <i>begin to</i> pay attention to how they sound ⇒ Learn rhymes, songs &amp; poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>)</li> </ul>
Speaking
<ul style="list-style-type: none"> <li>▪ Use new vocabulary throughout the day</li> <li>▪ <i>Begin to</i> ask questions to find out more and to check they understand what has been said to them ⇒ Model &amp; encourage questions after instructions</li> <li>▪ <i>Begin to</i> articulate their ideas and thoughts in well-formed sentence ⇒ Express □ Ideas to friends □ Book talk</li> <li>▪ <i>Begin to</i> connect one idea or action to another using a range of connectives... <i>because, although, but..</i></li> <li>▪ <i>Begin to</i> describe events in some detail</li> <li>▪ Develop social phrases ⇒ Routines of the day ... <i>greetings, How are you?</i> ⇒ Friendship ... <i>Would you like to...?</i></li> <li>▪ <i>Begin to</i> retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words ⇒ Focused &amp; linked texts – within small world / role play</li> </ul>

Listening, Attention and Understanding
<ul style="list-style-type: none"> <li>▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>▪ Listen carefully to and learn rhymes, poems and songs</li> <li>▪ Listen to and talk about stories to build familiarity and understanding</li> <li>▪ <i>Begin to</i> listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary</li> <li>▪ <i>Begin to</i> understand humour e.g. <i>nonsense rhymes / jokes</i></li> </ul>
Speaking
<ul style="list-style-type: none"> <li>▪ Use new vocabulary in different contexts</li> <li>▪ Ask questions to find out more and to check they understand what has been said to them</li> <li>▪ Articulate their ideas &amp; thoughts in well-formed sentence</li> <li>▪ Connect one idea or action to another using a range of connectives</li> <li>▪ Describe events in some detail</li> <li>▪ Use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</li> <li>▪ Develop and use social phrases with confidence</li> <li>▪ Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> </ul>

Listening, Attention and Understanding
<ul style="list-style-type: none"> <li>▪ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>▪ Make comments about what they have heard and ask questions to clarify their understanding</li> <li>▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>▪ Understand humour more readily e.g. <i>nonsense rhymes/jokes</i></li> </ul>
Speaking
<ul style="list-style-type: none"> <li>▪ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>▪ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



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	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Core Theme 1: Health and Wellbeing</b></p>	<p>Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H39</p> <p>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <ul style="list-style-type: none"> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take</li> </ul>	<p>Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p> <p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <ul style="list-style-type: none"> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments,</li> </ul>	<p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p> <p>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <ul style="list-style-type: none"> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> </ul>	<p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25</p> <p>how to recognise personal qualities and individuality</p> <ul style="list-style-type: none"> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> </ul>	<p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9</p> <p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <ul style="list-style-type: none"> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> </ul>	<p>Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p> <p>how mental and physical health are linked</p> <ul style="list-style-type: none"> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support</li> </ul>

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<p>medicines every day to stay healthy why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <ul style="list-style-type: none"> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul> <p>Keeping safe; people who help us</p> <p>PoS refs: H33, H35, H36, R15, R20, L5</p> <p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <ul style="list-style-type: none"> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> </ul>	<p>including online) and take steps to avoid or remove themselves from them</p> <ul style="list-style-type: none"> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul> <p>Being healthy: eating, drinking, playing and sleeping</p>	<ul style="list-style-type: none"> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to react and respond if there is an accident and how to</li> </ul>	<ul style="list-style-type: none"> <li>• how to manage when there are setbacks, learn from mistakes and reframe unhelpful thinking</li> </ul> <p>Feelings and emotions; expression of feelings; behaviour</p> <p>PoS refs: H17, H18, H19, H20, H23</p> <p>how everyday things can affect feelings</p> <ul style="list-style-type: none"> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of</li> </ul>	<ul style="list-style-type: none"> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p> <p>how to carry out basic first aid including for burns, scalds, cuts,</p>	<p>a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices</li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy</li> </ul>
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	<ul style="list-style-type: none"> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p>PoS refs: H1, H2, H3, H4, H8, H9</p> <p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <ul style="list-style-type: none"> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul> <p>Feelings; mood; times of change; loss and</p>	<p>deal with minor injuries e.g. scratches, grazes, burns</p> <ul style="list-style-type: none"> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul> <p>Being healthy: eating well, dental care</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p> <p>how to eat a healthy diet and the benefits of nutritionally rich foods</p> <ul style="list-style-type: none"> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the</li> </ul>	<p>loss, grief and change</p> <ul style="list-style-type: none"> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul> <p>Growing and changing; puberty</p> <p>PoS refs: H31, H32, H34</p> <p>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>	<p>bleeds, choking, asthma attacks or allergic reactions</p> <ul style="list-style-type: none"> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> </ul> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p> <p>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</p> <ul style="list-style-type: none"> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> </ul>	<p>one</p> <ul style="list-style-type: none"> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or</li> </ul>
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		<p>bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27</p> <p>how to recognise, name and describe a range of feelings</p> <ul style="list-style-type: none"> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> </ul>	<p>impact of too much sugar/acidic drinks on dental health</p> <ul style="list-style-type: none"> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul> <p>Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p> <p>how regular physical activity benefits bodies and feelings</p> <ul style="list-style-type: none"> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and</li> </ul>	<p>Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p> <p>how to recognise, predict, assess and manage risk in different situations</p> <ul style="list-style-type: none"> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can</li> </ul>	<ul style="list-style-type: none"> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<p>managed with the right strategies and support</p>
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		<ul style="list-style-type: none"> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p>who influences decisions</p> <ul style="list-style-type: none"> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<p>impact on other people</p> <ul style="list-style-type: none"> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>		
<p style="text-align: center;"><b>Core Theme 2: Relationships</b></p>	<p>Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<p>Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25</p> <p>how to make friends with others</p> <ul style="list-style-type: none"> <li>• how to recognise when they feel</li> </ul>	<p>Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18</p>	<p>Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<p>Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<p>Different relationships, changing and growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35,</p>





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	<p>what they like/dislike and are good at</p> <ul style="list-style-type: none"> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul> <p>Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5</p> <p>that family is one of the groups they</p>	<p>lonely and what they could do about it</p> <ul style="list-style-type: none"> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul> <p>Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p> <p>how words and actions can affect how people feel</p> <ul style="list-style-type: none"> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> </ul>	<p>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <ul style="list-style-type: none"> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>	<p>how people's behaviour affects themselves and others, including online</p> <ul style="list-style-type: none"> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>• the rights that children have and why it is important to protect these*</li> </ul>	<p>about the different types of relationships people have in their lives</p> <ul style="list-style-type: none"> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried,</li> </ul>	<p>H36, R2, R3, R4, R5, R6, R16</p> <p>that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <ul style="list-style-type: none"> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs</li> </ul>
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## PSHE and RSE Progression of Skills

	<p>belong to, as well as, for example, school, friends, clubs</p> <ul style="list-style-type: none"> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<ul style="list-style-type: none"> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p> <p>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <ul style="list-style-type: none"> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making</li> </ul>	<ul style="list-style-type: none"> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	<p>unsafe or uncomfortable</p> <ul style="list-style-type: none"> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<p>and process - how babies are conceived and born and how they need to be cared for</p> <ul style="list-style-type: none"> <li>• that there are ways to prevent a baby being made<sup>2</sup></li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>
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### PSHE and RSE Progression of Skills

			<p>them feel unhappy, worried or unsafe</p>			
<p><b>Core Theme 3: Living in the Wider World</b></p>	<p>Money; making choices; needs and wants PoS refs: L10, L11, L12, L13</p> <p>what money is - that money comes in different forms</p> <ul style="list-style-type: none"> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul> <p>Ourselves and others; the world around</p>	<p>People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8</p> <p>how jobs help people earn money to pay for things they need and want</p> <ul style="list-style-type: none"> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p>Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8</p> <p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <ul style="list-style-type: none"> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards</li> </ul>	<p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34</p> <p>how people have a shared responsibility to help protect the world around them</p> <ul style="list-style-type: none"> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> </ul>	<p>Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24</p> <p>how people make decisions about spending and saving money and what influences them</p> <ul style="list-style-type: none"> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> </ul>	<p>Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p> <p>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <ul style="list-style-type: none"> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can</li> </ul>



## PSHE and RSE Progression of Skills

	<p>us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p> <p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <ul style="list-style-type: none"> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> <li>• how to manage change when</li> </ul>		<p>people who may live differently to Them</p>	<ul style="list-style-type: none"> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<ul style="list-style-type: none"> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul> <p>Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32</p> <p>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <ul style="list-style-type: none"> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including</li> </ul>	<p>influence opinions and decisions</p> <ul style="list-style-type: none"> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed</li> </ul>
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## PSHE and RSE Progression of Skills

	moving to a new class/year group				college, apprenticeships and university <ul style="list-style-type: none"><li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li><li>• how to question and challenge stereotypes about the types of jobs people can do</li><li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li></ul>	online which is upsetting, frightening or untrue <ul style="list-style-type: none"><li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li><li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li></ul>
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