

Deer Park Primary School



PSHCE and RSE Curriculum Progression Framework

Whole School PSHCE and RSE Curriculum Progression Grids

Key

**Knowledge and
Understanding**

Skills

RSE

PSHCE and RSE EYFS Cycle A

Autumn		Spring		Summer	
Relationships	Bullying Matters	Being Healthy	Difference and Diversity	Being Responsible	Exploring Emotions

Autumn	Spring	Summer
<p>Relationships</p> <ul style="list-style-type: none"> • Can they build constructive and respectful relationships including working and playing cooperatively and taking turns with others? • Can they express their feelings and show sensitivity their own feelings and the feelings of others? • Do they identify and moderate their own feelings socially and emotionally? • Do they think about the perspectives of others? <p>Bullying Matters</p> <ul style="list-style-type: none"> •Do they see themselves as a valuable individual? •Do they build constructive and respectful relationships with adults and peers? •Do they work and play cooperatively and take turns with others? •Do they see themselves as a valuable individual? •Do they express their feelings and consider the feelings and the perspective of others? •Do they identify and moderate their own feelings socially and emotionally? 	<p>Being Healthy</p> <ul style="list-style-type: none"> •Do they manage their own personal needs including personal hygiene? •Do they know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian? <p>Difference and Diversity</p> <ul style="list-style-type: none"> •Do they build constructive and respectful relationships? •Do they express their feelings and consider the feelings of others? •Do they think about the perspectives of others? •Do they recognise that people have different beliefs and celebrate special times in different ways? •Do they recognise some environments that are different from the one in which they live? 	<p>Being Responsible</p> <ul style="list-style-type: none"> • Do they build constructive and respectful relationships? •Do they express their feelings and consider the feelings of others? •Do they manage their own personal needs including personal hygiene? •Do they explore the natural world around them? <p>Exploring Emotions</p> <ul style="list-style-type: none"> • Can they express their feelings and consider the feelings of others? • Do they identify and moderate their own feelings socially and emotionally? • Do they think about the perspectives of others?

PSHCE and RSE EYFS Cycle B

Autumn		Spring		Summer	
Being Me	Being Safe	Drug Education	Changes	Money Matters	Growing Up

Autumn	Spring	Summer
<p>Being Me</p> <ul style="list-style-type: none"> •Do they see themselves as a valuable individual? •Can they express their feelings and consider the feelings of others? •Do they show resilience and perseverance in the face of challenge? <p>Being Safe</p> <ul style="list-style-type: none"> •Do they identify and moderate their own feelings socially and emotionally? •Do they know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian? 	<p>Drug Education</p> <ul style="list-style-type: none"> • Can they see themselves as a valuable individual? • Can they talk about the different factors that support their overall health and wellbeing? <p>Changes</p> <ul style="list-style-type: none"> •Do they see themselves as a valuable individual? • Are they confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change. • Do they understand the effect of changing seasons on the natural world around them. 	<p>Money matters</p> <ul style="list-style-type: none"> •Do they talk about the lives of the people around them and their roles in society? •Do they talk about members of their immediate family and community. E.g. occupation, appearance, likes and dislikes. <p>Growing Up</p> <ul style="list-style-type: none"> •Do they see themselves as a valuable individual? •Do they manage their own needs such as personal hygiene?

PSHCE and RSE Year 1 and 2 Cycle A

Autumn

Spring

Summer

Relationships

Bullying Matters

Being Healthy

Diversity

Being Responsible

Exploring Emotions

Relationships

Friendships

- Friendship
- friend
- pressure?
- kind unkind
- Can they name the special people in their lives?
- Do they know how to solve conflict in simple ways e.g. choosing to share, take turns, etc?
- Do they know to tell someone if they are worried about something in a relationship/family?

Families

- Can they talk about some ways that their family is the same or different to others?
- Are they able to describe some things they enjoy doing with their family and how it makes them feel?

Bullying Matters

About Bullying

- Do they know what is bullying and what is not?
- Do they recognise kind and unkind behaviour in themselves and others?
- Can they identify that bodies and feelings can be hurt by words and actions?
- Do they understand that hurtful behaviour is not acceptable?

Strategies and Support

- Are they able to explore simple strategies to resolve arguments between friends?
- Do they understand how to report bullying and who they can talk to?

Being Healthy

Factors of a Healthy Lifestyle

- Do they know what 'being healthy' means and why it is important?
- Do they understand that food is necessary to keep our bodies healthy?
- Do they identify that food choices can vary for families/ cultures?
- Can they name/describe different physical activities and identify ones they enjoy?
- Can they explain how physical activity can help us to stay healthy?
- Do they understand that sleep & relaxation are important for growing and keeping healthy?
- Can they talk about healthy ways to feel good, calm down or change their mood?

Hygiene, Health and Prevention

- Do they demonstrate how to brush teeth?
- Can they explain what good dental care is - understanding the foods/drinks that support it.
- Do they demonstrate simple hygiene routines that stop germs from spreading?
- Are they beginning to recognise different ways of staying healthy in the sun?
- Do they understand what it means to take a break and how this is important for our health?

Diversity

Similarities and Differences

- Do they recognise ways they are the same as and different to others?
- Can they talk about some ways that they are special?
- Can they express their thought and opinions and recognise that others can be different?

Respecting Others

- Can they talk about some ways to treat themselves and others with kindness?
- Do they know what it means if something is fair or unfair?
- Are they able to explain the concept of being equal?

Being Responsible

Rules and Responsibilities

- Do they understand what a rule is and that we follow rules to help each other?
- Do they understand that rules need be fair?
- Can they give examples of rules from different situations?
- Can they identify simple responsibilities they have?
- Can they describe some simple ways to manage waste?

Community and Care

- Do they recognise that people have different needs?
- Can they describe some ways to care for people, animals, and other living things?

Exploring Emotions

- Can they name a range of words to describe feelings?
- Do they understand that all feelings are ok?
- Do they understand that feelings can affect how our bodies feel and behave?

Recognising Emotions

- Are they able to recognise different feelings?
- Can they talk about how we recognise what others might be feeling?
- Do they understand that not everyone feels the same about the same things?

Managing Emotions

- Are they able to talk about ways to manage big and uncomfortable feelings?
- Can they identify who they can ask for help and can demonstrate how to ask for help?

PSHCE and RSE Year 1 and 2 Cycle B

Autumn

Spring

Summer

Being Me

Being Safe

Drug Education

Changes

Money Matters

Growing Up

Being Me

Being Unique and Special

- Do they recognise and share facts about themselves?
- Can they identify their likes and dislikes and what they are good at?
- Are they able to talk about some ways that they are special?

Understanding Similarities and Differences

- Do they recognise how friends can have both similarities and differences?
- *Are they able to show some simple ways to respect and celebrate other's differences?*

Being Part of a Community

- Can they name some groups that they belong to?
- Are they able to talk about how being part of a group makes them feel?

Being Safe

Keeping safe

- Do they understand basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision?
- Can they talk about examples of rules and age restrictions that are there to keep them safe?
- Can they identify possible risks/ hazards in the home and outside?
- Do they know how to keep safe and reduce risks at home and in their local environment?

First Aid

- Do they know what to do if there is an accident and someone gets hurt, Including keeping themselves safe first?
- Do they know how to ask for help including calling 999?

Drug Education

Knowledge

- Do they understand the role of medicines (use when we are ill/ prevent illness/ manage a condition)?
- Do they understand that household products, including medicines, can be harmful if not used properly?

Managing Risk

- Can they explore that medicines come in different forms and are used in different ways?
- Do they understand that things that people put into their body or on their skin can affect how people feel?
- Can they talk about some simple rules for staying safe around medicines and other household substances/ products?
- Are they able to identify people that they can go to if they are ill, worried or to help them/others to stay healthy?

Changes

About Loss and Change

- Can they identify examples of loss and change?
- Are they beginning to recognise that loss and change can affect the way we think, feel, and behave?
- Do they understand that changes can produce big feelings?

Managing Loss and Change

- Can they identify feelings associated with loss and change?
- Do they recognise some simple ways to prepare for change/ transition.?
- Are they able to identify different things that may help to manage big feelings?
- Can they talk about some ways to help others when they are affected by change?
- Do they know that it is important to talk to someone if you are worried?
- Can they identify people who can help us if we feel worried/ unhappy.

Money Matters

Economic Wellbeing

- Do they understand what money is and its different forms?
- Can they describe some ways money can be looked after?
- Do they recognise that people make different choices about how to spend/ save money?
 - Can they talk about some things we all need and some things we want but don't need?
- Can they identify the ways that money can impact on people's feelings?
- Do they recognise that people's spending decisions can affect others and the environment?

Work, Aspirations, and Careers

- Do they know that everyone has different strengths and talents, in and out of school.?
- Can they name some different jobs that people do?

Growing Up

Growing and Changing

- *Can they name the main parts of the body including vagina and penis?*
- *Do they recognise the difference between male and female body parts?*
- *Do they understand the human life cycle and that people grow from young to old?*
- *Can they describe ways that people's needs, and bodies change as we grow?*
- *Can they talk about some ways to keep clean?*
- *Do they understand that babies grow in the mothers' body and have needs when they are born?*
- *Do they recognise what makes them special and unique?*

Privacy, Boundaries, and Consent

- Do they understand that some parts of the body are private?
- Can they identify different types of touch and how they make people feel?
- Do they understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help?

PSHCE and RSE Year 3 and 4 Cycle A

Autumn

Spring

Summer

Relationships

Bullying Matters

Being Healthy

Difference and Diversity

Being Responsible

Exploring Emotions

Relationships

Friendships

- Can they identify what makes a positive healthy or unhealthy friendship?
- **Are they able to identify strategies to build friendships?**
- Do they understand the difference between persuasion, influence and pressure?
- Can they explain how kindness can support wellbeing?
- Do they recognise there are different types of relationships?
- Can they explain what can cause arguments with friends and describe some ways to resolve them?
- Do they recognise the importance of asking for help if we feel worried lonely or excluded?

Families

- Do they recognise that there are different types of family structures?
- Can they explain what it means to them to be part of a family?

Bullying Matters

- Can they describe different types of bullying including the role of a bystander?
- Do they recognise that our behaviour can affect others?
- Can they identify how the body may react to unhappy or uncomfortable feelings?
- Can they explain the consequences of hurtful/bullying behaviour and understand neither are acceptable?

Strategies and Support

- Can they explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline?
- Do they recognise the importance of seeking support and identify how they might do this?

Being Healthy

Factors of a Healthy Lifestyle

- Can they explain what a 'healthy lifestyle' is and why it is important?
- Do they understand what a healthy, balanced diet may include?
- Do they understand what an informed choice is?
- Do they identify opportunities for physical activity within their everyday lives?
 - Can they describe some consequences of being physically inactive on mind and body?
 - Can they identify routines that support good quality sleep.
 - **Can they explore strategies and behaviours that support mental healthy?**

Hygiene, Health and Prevention

- Can they explain what good dental health means, including how to brush and floss?
- Can they identify the effects of different foods/drinks on the teeth?
- Can they identify the everyday hygiene routines that can limit the spread of infection?
- Can they identify the benefits/risks of sun exposure?
- Can they describe how the 5 ways to wellbeing can be used as a tool to help keep a healthy balance?

Diversity

Similarities and Differences

- Can they discuss a range of the similarities/ differences between people?
- Can they explore what contributes to who we are?
- Do they listen actively to others' views and explore how they are the similar or different to their own?

Respecting Others

- Do they recognise the importance of self-respect and demonstrate ways to respect others?
- **Do they recognise and challenge stereotypes?**
- Can they explain the concept of being equal?

Being Responsible

Rules and Responsibilities

- Can they explain why rules and laws are important?
- Do they know the consequences of not having rules and laws or of breaking them?
- Can they describe about some basic human rights?
- Do they understand that rights come with responsibilities?
- Can they describe what climate change is and some ways we can all help to reduce the effects?

Community and Care

- Are they able to explore what is meant by a community and the differences between needs and wants within a community?
- Are they able to explore and identify the welfare needs of animals and humans?

Exploring Emotions

- Do they use a wider vocabulary to describe how they feel?
- Can they describe feelings that can be comfortable/uncomfortable?
- Do they recognise that feelings can differ in intensity?

Recognising Emotions

- Can they explore how everyday things can affect how we think, feel, and behave?
- Are they able to describe what supports good mental/physical health?
- Can they identify that not everyone feels the same about the same things?

Managing Emotions

- **Can they identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings?**
- Do they understand the importance of not bottling up how you are feeling?
- Do they understand the importance of asking for help if feelings become too uncomfortable?
- Can they explain how they can access help?

PSHCE and RSE Year 3 and 4 Cycle B

Autumn

Spring

Summer

Being Me

Being Safe

Drug Education

Changes

Money Matters

Growing Up

Being Me

Being Unique and Special

- Can they explore what contributes to who we are?
- Can they identify and talk about their own strengths and interests.
- Do they recognise what makes them unique and understands that being different is something to celebrate ?

Understanding Similarities and Differences

- Can they identify visible/ invisible differences between people?
- Can they explain why it is important to respect and celebrate the differences and similarities between people?

Being Part of a Community

- Can they identify the different groups that make up their community?
- Do they recognise that they belong to different communities as well as the school community?
- Are they able to describe what is positive about their community and how it supports them.?

Being Safe

Keeping safe

- Can they explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report?
- Can they identify situations where age restrictions apply?
- Can they identify and assess risk online/ offline? (Including in the home and when playing out)
- Are they able to discuss ways to reduce risks at home and in the local environment in order to stay safe?

First Aid

- Can they explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/ stings?
- Can they identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency?

Drug Education

Knowledge

- Are they able to describe the different purposes that medicines have?
- Can they explain the importance of taking medicines correctly and using household products safely?

Managing Risk

- Can they describe risk in relation to the use of medicines/ household products and suggest what action to take to help prevent or minimise harm?
- Can they explore the possible risks and consequences of using/ misusing legal drugs/ household products in everyday situations?
- Do they recognise a circle of support and how to ask for help?
- Can they demonstrate what to do in an emergency?

Changes

About Loss and Change

- Do they recognise that loss/change are a normal part of life?
- Can they describe how change and loss, can affect feelings, thoughts, and behaviours?
- Do they recognise that feelings associated with loss/ change can change over time and range in intensity?

Managing Loss and Change

- Can they use a varied vocabulary when talking about feelings associated with loss and change?
- Can they identify self-help strategies and the importance of support when preparing for change/ transitions?
- Can they describe everyday things that affect feelings and understand the importance of expressing feelings?
- Can they develop some ways of responding to others and showing support if they are affected by loss/change?

Money Matters

Economic Wellbeing

- Can they explain some different ways to pay for things?
- Can they explain some different ways to keep track of money?
- Can they identify that people have different attitudes towards saving/spending?
- Do they recognise that people make spending decisions based on needs, wants and priorities?
- Can they identify the ways that money can impact on people's feelings?
- Do they recognise that people's spending decisions can affect others and the environment?

Work, Aspirations, and Careers

- Do they recognise positive things about themselves and their achievements?
- Can they identify some of the skills that may help them in their future careers?

Growing Up

Growing and Changing

- Can they name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries?
- Can they understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm?
- Can they explore physical and emotional changes that happen during puberty?
- Can they explain how daily hygiene helps to reduce the spread of infection?
- Can they explain how adults care for a baby during and after pregnancy?
- Do they recognise that individuality and personal qualities contributes to who we are?

Privacy, Boundaries, and Consent

- Can they explain what privacy and personal boundaries are?
- Do they recognise uncomfortable/ comfortable behaviour online/ offline?
- Do they know when it is right to break or keep a confidence or share a secret. Know how to ask for help?

PSHCE and RSE Year 5 and 6 Cycle A

Autumn

Spring

Summer

Relationships

Bullying Matters

Being Healthy

Difference and Diversity

Being Responsible

Exploring Emotions

Relationships

Friendships

- Do they reflect on what the qualities of a good friendship/ relationship are and are not?
- Can they identify and apply strategies that support healthy friendships?
- Do they use strategies to manage peer influence and the need for peer approval?
- Can they describe what a loving caring relationship means?
- Do they understand what marriage and civil partnership means?
- Do they understand that forced marriage is a crime?
- Do they use strategies to positively resolve disputes and reconcile differences in friendships?
- Can they explain when and how to seek advice if family, friendship, or relationships make them unhappy through a range of options?

Families

- Can they explore and respect that there are different family structures in society?
- Can they reflect on how being part of a family should provide stability and love?

Bullying Matters

About Bullying

- Can they explain what direct, indirect, and cyberbullying means?
- Can they identify when banter or other behaviour becomes unkind?
- Can they analyse ways to identify and manage uncomfortable feelings online/ offline?
- Can they explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it?

Strategies and Support

- Can they identify positive strategies that may help to resolve disputes in friendships?
- Can they describe some barriers to accessing support?
- Do they recognise the importance of seeking support if feeling lonely, excluded, or unsafe?

Being Healthy

Factors of a Healthy Lifestyle

- Can they identify things that can affect someone's physical/mental health?
- Can they explain what constitutes a healthy diet; risks associated with not having one?
- Do they reflect on what may influence our choices to have a balanced lifestyle?
- Can they identify what good physical health means and how to seek help if they are worried about their health?
- Do they recognise habits that can have both positive/negative effects on a healthy lifestyle?
- Do they understand routines/strategies that support good quality sleep, the effects of lack of sleep?
- Do they identify strategies and behaviours that support mental health?

Hygiene, Health and Prevention

- Can they identify the everyday routines that improve dental health?
- Can they identify the everyday routines/ habits that can limit the spread of infection?
- Do they understand the wider importance of personal hygiene and how to maintain it?
- Can they explain how to keep safe from sun damage and reduce the risk of skin cancer?
- Can they identify the benefits of the internet; strategies for managing/balancing time online/ offline?

Diversity

Similarities and Differences

- Do they reflect on diversity and what it means and the benefits of living in a diverse community?
- Can they recognise their individuality and identify their personal qualities?
- Do they understand that their views and opinions come from our different backgrounds and experiences?
- Can they model how to discuss or debate respectfully?

Respecting Others

- Do they explain the importance of having respect and compassion for self and others?
- Do they recognise how stereotypes are perpetuated and have some strategies to challenge positively?
- Can they identify different types of discrimination and recognise the impact they can have?
- Do they understand that there are laws about discrimination so that we can live in a fair society?
- Can they identify different types of discrimination and recognise the impact they can have?
- Do they understand that there are laws about discrimination so that we can live in a fair society?

Being Responsible

Rules and Responsibilities

- Can they explore how law protects our rights and how to respond respectfully if something is not within the law?
- Do they recognise that human rights are there to protect everyone?
- Do they understand the relationship between rights and responsibilities, providing examples?
- Can they explain the importance of protecting the environment and set personal everyday actions?

Community and Care

- Do they recognise how we can support others within a community?
- Can they identify diversity within a community and explore how we can celebrate this?
- Do they recognise the importance of having compassion towards others and explain how to show care and concern.

Exploring Emotions

- Use a varied vocabulary when talking about feelings.
- Understand that sometimes we can have conflicting feelings.
- Explain that feelings can change over time and range in intensity.

Recognising Emotions

- Understand that feelings can impact our mental and physical health.
- Recognise the importance of taking care of mental health and wellbeing.
- Discuss the signs that someone may be struggling with their mental health.

Managing Emotions

- Identify strategies that they could use to respond to feelings, including conflicting feelings.
- Record strategies and behaviours that support mental health and wellbeing.
- Explain how to seek support or themselves and others.

PSHCE and RSE Year 5 and 6 Cycle B

Autumn		Spring		Summer	
Being Me	Being Safe	Drug Education	Changes	Money Matters	Growing Up

Being Me
Being Unique and Special

- Can they identify a range of factors that what contributes to our identity?
- *Can they express their talents and strengths with confidence. Set goals for how they would like to develop them?*
- Can they explain ways in which they respect and value other people's differences?

Understanding Similarities and Differences

- Do they respect the differences and similarities between people.
- *Do they reflect on how discrimination and our own behaviour can affect others?*

Being Part of a Community

- Can they explain some of the benefits of communities?

Being Safe

Keeping safe

- Can they identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility/ balancing time online/offline?
- Can they explain reasons for age restrictions/ regulations?
- Can they predict, assess, and manage risks online and offline. (Including road and water safety)?
- Can they explore how the pressure/ excitement in the moment can affect how we manage risk?

First Aid

- Can they identify hazards that may cause injury?
- Do they demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking?
- Can they explain how to respond in an emergency, including when and how to contact different?

Drug Education Knowledge

- Can they understand that there are rules and laws surrounding the use of medicines and drugs and household products?
- Do they reflect on the risks/effects that legal drugs common to everyday life can have on health?

Managing Risk

- Can they describe some ways in which alcohol, tobacco and other substances can affect the body/ decision making?
- Do they explain why some substances are harmful for growing bodies?
- Are they able to analyse mixed messages in the media relating and recognise how they might influence opinions/ behaviour?
- Do they identify a range of strategies to better manage situations involving peer influence/peer approval?
- *Can they research reliable sources of information/support for children/adults affected by their own?*

Changes About Loss and Change

- Can they explore that loss, bereavement and change are part of the human life cycle?
- Do they understand that change and loss, including death can create feelings and behaviours that are not the same for everyone?
- Do they recognise that internal conflicting emotions can be normal when dealing with loss and change?

Managing Loss and Change

- Can they describe a range of emotions and intensities associated with loss and change?
- *Are they able to identify problem solving strategies to manage transitions between classes and key stages?*
- *Can they identify strategies to respond to feelings, including intense or conflicting feelings?*
- Do they recognise the signs when someone may be struggling and understand how to seek support?

Money Matters
Economic Wellbeing

- Do they understand what a bank account is and how this is linked to payment?
- Do they understand the risks associated with money and ways of keeping money safe?
- Can they identify the risks involved in gambling activities?
- Can they explain some ways to get help if they are concerned about gambling or other financial risks?
- *Do they reflect on the role that money plays in people lives, attitudes towards it and what influences decisions about spending and saving?*
- Can they identify the impact that having or not having money can have on a person's wellbeing?
- Can they explain some ways that money is/ can be money distributed to benefit the community?

Work, Aspirations, and Careers

- Can they identify how skills can help them with their future career?
- Can they identify jobs that they might like to do in the future?
- Can they discuss their views on how or why someone may or may not choose a certain career?
- Do they recognise a variety of routes into careers?
- Can they explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations?

Growing Up
Growing and Changing

- *Can they identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction?*
- *Can they explain the how babies are conceived, born and cared for.*
- *Can they identify the physical and emotional changes that happen when approaching/ during puberty?*
- *Do they know some key facts about the menstruation?*
- *Can they identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing?*
- *Do they reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life?*
- *Can they identify and value personal strengths, skills, achievements and interests?*

Privacy, Boundaries, and Consent

- Do they understand what consent means and how to seek and give/ not give permission in different situations?
- *Are they able to analyse when behaviour including physical touch is acceptable, unacceptable, wanted, or unwanted in different situations?*
- *Do they respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable, identify who to ask for help?*