

King Athelstan Primary School

PSHE and RSE Skills Progression – 2020-2021

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p>The EYFS curriculum and progression of skills is currently under review - coming soon! Click here to see EYFS Curriculum Documents on the website for more information.</p> <p>Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.</p> <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					
Y1	<p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H13. about people who look after them, their family networks</p>	<p>L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H8. about the process of growing from young to old and how people's needs change</p>	<p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>H8. about the process of growing from young to old and how people's needs change</p>

<p>Y2</p>	<p>L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	<p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) R8. to identify and respect the differences and similarities between people R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them) R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>R7. to offer constructive support and feedback to others R8. to identify and respect the differences and similarities between people L4. that they belong to different groups and communities such as family and school R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p>	<p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H6. the importance of, and how to, maintain personal hygiene H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H11. that household products, including medicines, can be harmful if not used properly</p>
------------------	--	---	---	--	--	--

<p>Y3</p>	<p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p>	<p>R1. to recognise and respond appropriately to a wider range of feelings in others R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p>	<p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L12. to consider the lives of people living in other places, and people with different values and customs R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people R10. (Diversity lesson) to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R11. to work collaboratively towards shared goals</p>
<p>Y4</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health H22. strategies for keeping safe online; the importance of protecting personal information,</p>	<p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these To use basic techniques for resisting pressure to do something dangerous,</p>	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p>	<p>To consider the lives of people living in other places, and people with different values and customs To recognise that increasing independence brings increased responsibility to keep</p>	<p>To recognise that differences and similarities between people arise from a number of factors (including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see</p>	<p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread To recognise and manage 'dares' To identify what I am willing to share with</p>

	<p>including passwords, addresses and the distribution of images of themselves and others</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p>	<p>unhealthy, or that makes me uncomfortable</p> <p>To recognise things that make me feel anxious and can resist those situations</p> <p>To recognise when it is wrong to do something and can resist pressure</p> <p>To understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>To know that there are some cultural practices which are against British law and universal human rights</p> <p>To recognise different kinds of responsibilities, including rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p>	<p>myself and others safe</p> <p>To know that my actions affect myself and others</p> <p>To develop the skills to form and maintain positive and healthy relationships</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>'protected characteristics' in the Equality Act 2010)</p> <p>To recognise opportunities and develop the skills to make choices about food</p> <p>To understand what might influence choices and the benefits of eating a balanced diet</p> <p>To know what is meant by the term 'habit' and why habits can be hard to change</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>my most special people; friends; classmates and others; and that we all have rights to privacy</p>
Y5	<p>To recognise different and growing responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>To continue to develop the skills to exercise these responsibilities</p> <p>To identify what positively and negatively affects physical, mental and emotional health</p> <p>To make informed choices and to begin to understand the concept of a 'balanced lifestyle'</p>	<p>To recognise bullying and abuse in all its forms</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to me</p> <p>To offer recommendations to appropriate people</p> <p>To understand personal boundaries; I can identify what I am willing to share with my most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>To make choices about food, ensuring I eat a balanced diet</p> <p>To understand that habits can be hard to break</p> <p>To be aware of my own habits and know how to control them</p> <p>To recognise that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people I know and the media</p>	<p>To recognise when help is needed and can develop the skills to ask for help</p> <p>To recognise and challenge stereotypes</p>	<p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>To recognise that I may experience conflicting emotions</p>	<p>To understand that civil partnerships and marriage are examples of a public demonstration of the commitment</p> <p>To know that marriage is a commitment freely entered into by both people</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>To know the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>To recognise the ways in which my body will, and their emotions</p>

	To know strategies for keeping safe online				and when I might need to listen to, or overcome these	<p>may, change as I approach and move through puberty</p> <p>To understand the role money plays in my own and others' lives, including how to manage my money and about being a critical consumer</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. my contribution to society through the payment of VAT)</p>
Y6	<p>To show learning from past experiences</p> <p>To recognise and celebrate my strengths</p> <p>To set challenging goals</p> <p>To extend my vocabulary to enable me to explain both the range and intensity of my feelings to others</p> <p>To recognise that I may experience conflicting emotions and when I might need to listen to, or overcome these</p> <p>To recognise how increasing independence brings increased responsibility to keep self and others safe</p>	<p>To understand the importance of protecting personal information, including passwords, addresses and the distribution of images of myself and others</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>To recognise that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people I might know and the media</p> <p>H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	<p>To recognise opportunities and develop the skills to make my own choices about food</p> <p>To understand what might influence my choices and the benefits of eating a balanced diet</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage my immediate and future health and safety;</p> <p>To understand that some are restricted and some are illegal to own, use and give to others</p>	<p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>To understand that actions affect myself and others</p> <p>To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety)</p> <p>To manage money and become a 'critical consumer'</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>To manage requests for images of self or others</p> <p>To know what is and is not appropriate to ask for or share</p>	<p>To recognise ways in which a relationship can be unhealthy and whom to talk to if I need support</p> <p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>To recognise the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p>To understand that two people who love and care for one another can be in a committed relationship and not</p>	<p>To understand how my body will, and my emotions may, change as I approach and move through puberty</p> <p>To listen to facts and discuss human reproduction</p> <p>To know that that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>To know what is and is not appropriate to ask for or share</p> <p>To know who to talk to if I feel uncomfortable or am concerned by such a request</p> <p>To understand the concept of interest</p> <p>To understand the concept of loan and debt</p> <p>To understand the concept of tax (e.g. contribution to</p>

				<p>To know who to talk to if I feel uncomfortable or am concerned by such a request</p>	<p>be married or in a civil partnership</p> <p>To know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p>	<p>society through the payment of VAT)</p> <p>To begin to develop enterprise skills</p>
--	--	--	--	---	--	---