



**Subject: PSHE & RSE**

*Curriculum Skills and Progression Map*

Skill Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topics covered</b>		<b>Term 1</b> Citizenship  <b>Term 2</b> Family & relationships  <b>Terms 3 &amp; 4</b> Safety & the changing body  <b>Term 5</b> Economic wellbeing  <b>Term 6</b> Health & wellbeing	<b>Term 1</b> Citizenship  <b>Term 2</b> Family & relationships  <b>Terms 3 &amp; 4</b> Safety & the changing body  <b>Term 5</b> Economic wellbeing  <b>Term 6</b> Health & wellbeing	<b>Term 1</b> Family & relationships  <b>Term 2</b> Safety & the changing body  <b>Term 3</b> Citizenship  <b>Term 4</b> Health & wellbeing  <b>Term 5</b> Economic wellbeing  <b>Term 6</b> Transition	<b>Term 1</b> Family & relationships  <b>Term 2</b> Safety & the changing body  <b>Term 3</b> Health & wellbeing  <b>Term 4</b> Citizenship  <b>Term 5</b> Economic wellbeing  <b>Term 6</b> Transition	<b>Term 1</b> Economic wellbeing  <b>Term 2</b> Citizenship  <b>Term 3</b> Family & relationships  <b>Term 4</b> Safety & the changing body  <b>Term 5</b> Health & wellbeing  <b>Term 6</b> Safety & the changing body Transition	<b>Term 1</b> Citizenship  <b>Term 2</b> Health & wellbeing  <b>Term 3</b> Safety & the changing body  <b>Term 4</b> Economic wellbeing  <b>Term 5</b> Family & relationships  <b>Term 6</b> Safety & the changing body Transition
<b>Families &amp; relationships</b> <i>*Family</i> <i>*Friendships</i> <i>*Respectful relationships</i> <i>*Change and loss</i>	<ul style="list-style-type: none"> <li>-Talking about people that hold a special place in my life.</li> <li>-Developing strategies to help when sharing with others.</li> <li>-Exploring what makes a good friend.</li> <li>-Thinking about what it means to be a valued person.</li> <li>-Exploring the differences between us that make each person unique.</li> <li>-Considering the perspectives and feelings of others.</li> <li>-Learning to work as a member of a team.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring how families are different to each other.</li> <li>-Exploring how friendship problems can be overcome.</li> <li>-Exploring friendly behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding ways to show respect for different families.</li> <li>-Understanding difficulties in friendships and discussing action that can be taken.</li> <li>-Exploring the conventions of manners in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning that problems can occur in families and that there is help available if needed.</li> <li>-Exploring ways to resolve friendship problems.</li> <li>-Developing an understanding of the impact of bullying and what to do if bullying occurs.</li> <li>-Identifying who I can trust.</li> <li>-Exploring the negative impact of stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring physical and emotional boundaries in friendships.</li> <li>-Discussing how to help someone who has experienced a bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying ways families might make children feel unhappy or unsafe.</li> <li>-Exploring the impact that bullying might have.</li> <li>-Exploring issues which might be encountered in friendships and how these might impact the friendship.</li> <li>-Exploring and questioning the assumptions we make about people based on how they look.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying ways to resolve conflict through negotiation and compromise.</li> <li>-Discussing how and why respect is an important part of relationships.</li> <li>-Identifying ways to challenge stereotypes.</li> <li>-Exploring the process of grief and understanding that it is different for different people.</li> </ul>

<p><b>Health &amp; wellbeing</b>  <i>*Health and prevention</i>  <i>*Physical health and wellbeing</i>  <i>*Mental wellbeing</i></p>	<ul style="list-style-type: none"> <li>-Discussing ways that we can take care of ourselves.</li> <li>-Exploring how exercise affects different parts of the body.</li> <li>-Identifying how characters within a story may be feeling.</li> <li>-Identifying and expressing my own feelings.</li> <li>-Exploring coping strategies to help regulate emotions.</li> <li>-Exploring different facial expressions and identifying the different feelings they can represent.</li> <li>-Exploring ways to moderate behaviour, socially and emotionally.</li> <li>-Coping with challenge when problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning how to wash hands properly.</li> <li>-Learning how to deal with an allergic reaction.</li> <li>-Exploring positive sleep habits.</li> <li>-Identifying different ways to manage feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring the effect that food and drink can have on my teeth.</li> <li>-Exploring some of the benefits of a healthy balanced diet.</li> <li>-Suggesting how to improve an unbalanced meal.</li> <li>-Exploring strategies to manage different emotions.</li> <li>-Developing empathy.</li> <li>- Exploring the need for perseverance and developing a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding why it is important to look after my teeth.</li> <li>-Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</li> <li>-Being able to breakdown a problem into smaller parts to overcome it.</li> </ul>	<ul style="list-style-type: none"> <li>-Developing independence in looking after my teeth.</li> <li>-Explore ways we can make ourselves feel happy or happier.</li> <li>-Developing the ability to appreciate the emotions of others in different situations.</li> <li>-Learning to take responsibility for my emotions by knowing that I can control some things but not others.</li> <li>-Developing a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>-Developing independence for protecting myself in the sun.</li> <li>-Considering calories and food groups to plan healthy meals.</li> <li>-Developing greater responsibility for ensuring good quality sleep.</li> <li>-Taking responsibility for my own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing ways to prevent illness.</li> <li>-Identifying some actions to take if I am worried about my health or my friends' health.</li> <li>-Setting achievable goals for a healthy lifestyle.</li> <li>-Developing strategies for being resilient in challenging situations.</li> </ul>
<p><b>Safety &amp; the changing body</b>  <i>*Being safe (including online)</i>  <i>*Drugs, alcohol and tobacco</i>  <i>*The changing adolescent body</i>  <i>*Basic first aid</i></p>	<ul style="list-style-type: none"> <li>-Considering why it is important to follow rules.</li> <li>-Exploring what it means to be a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning what is and is not safe to put in or on our bodies.</li> <li>-Practising making an emergency phone call.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing the concept of privacy.</li> <li>-Exploring ways to stay safe online.</li> <li>-Exploring what people can do to feel better when they are ill.</li> <li>-Learning how to be safe around medicines.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring ways to respond to cyberbullying or unkind behaviour online.</li> <li>-Developing skills as a responsible digital citizen.</li> <li>-Identifying things people might do near roads which are unsafe.</li> <li>-Exploring that people and things can influence me and that I need to make the right decision for me.</li> <li>-Exploring choices and decisions that I can make.</li> <li>-Learning what to do in a medical emergency, including calling the emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing how to seek help if I need to.</li> <li>-Exploring what to do if an adult makes me feel uncomfortable.</li> <li>-Learning about the benefits and risks of sharing information online.</li> <li>-Discussing the benefits of being a non-smoker.</li> <li>-Discussing some physical and emotional changes during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>-Developing an understanding of how to ensure relationships online are safe.</li> <li>-Learning to make 'for' and 'against' arguments to help with decision making.</li> <li>-Identifying reliable sources of help with puberty.</li> <li>-Learning about how to help someone who is bleeding.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring online relationships including dealing with problems.</li> <li>-Discussing the reasons why adults may or may not drink alcohol.</li> <li>-Discussing problems which might be encountered during puberty and using knowledge to help.</li> <li>-Placing an unresponsive patient into the recovery position.</li> </ul>

<b>Citizenship</b>	-Beginning to understand why rules are important in school.	- Recognising why rules are necessary. -Exploring the differences between people.	-Explaining why rules are in place. -Learning how to discuss issues of concern to me.	-Exploring how children's rights help them and other children.  -Considering the responsibilities that adults and children have to maintain children's rights.	-Discussing how we can help to protect human rights. -Identifying the benefits different groups bring to the local community. -Discussing the positives diversity brings to a community.	-Developing an understanding of how parliament and Government work.	-Discussing how education and other human rights protect us. -Discussing how people can influence what happens in parliament. -Discussing ways to challenge prejudice and discrimination. -Identifying appropriate ways to share views and ideas with others.
<b>Economic wellbeing</b>		-Discussing what to do if we find money. -Exploring choices people make about money.	-Identifying whether something is a want or need. -Recognising that people make choices about how to spend money.	-Considering the advantages and disadvantages of different payment methods.	-Identifying negative and positive influences that can affect our career choices.	-Discussing risks associated with money.	-Identifying jobs which might be suitable for them.
<b>Identity</b>							-Exploring how the media might influence our identity.