

RSE incl PSHE Progression of Skills

Level expected at the end of EYFS

The Early Years Goals are prerequisite skills for KS1

Prime Areas	Specific Areas
<p>Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Personal, Social and Emotional Development (Self Confidence and Self Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
<p>Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
<p>Physical Development (Health and Self-Care) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	

Government Guidance.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

The curriculum for a maintained school (must be) a balanced and broadly-based curriculum which.

- a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and society, and
- b) Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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By the End of Primary School children should know:

Relationship Education

Families and people who care for me.

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adult

Online Relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.

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- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing

Mental Wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and harms.

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical Health and Fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy Eating

Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

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Drugs, Alcohol and Tobacco

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

At St John's we have used the guidance from the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study to help us compile our guidance. The PSHE Association Programme of Study is based around 3 core themes.

- Health and well being
- Relationships
- Living in the Wider World.

	KS1	KS2
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Health and Wellbeing	<ul style="list-style-type: none"> ● what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health ● 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 ● to think about themselves, to learn from their experiences, to recognise and celebrate their strengths under set simple but challenging goals ● about good and not so good feelings, are vocabulary to describe their feelings to others and to develop simple strategies for managing feelings ● about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 	<ul style="list-style-type: none"> ● What positively and negatively affects their physical, mental and emotional health ● 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' ● 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 ● to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves ● to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals ● to deepen their understanding of God and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
	KS1	KS2
Health and Wellbeing	<ul style="list-style-type: none"> ● The importance of, and how to, maintain personal hygiene ● 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 ● about the process is of growing from young to old and how peoples' needs change ● about growing and changing and new opportunities and responsibilities that increasing independence may bring ● the names for the main parts of the body (including external genitalia) on the bodily similarities and differences between girls and boys ● That household products, including medicines, can be harmful if not used properly ● rules for on 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 ● about people who look after them, their family networks, who to go to if they are worried and how to attract their attention ● about the ways that pupils can help the people who look after them to more easily protect them ● to recognise that they share a responsibility for keeping themselves and others safe, went to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets ● what is meant by privacy; their right to keep things private; the importance of respecting others' privacy 	<ul style="list-style-type: none"> ● To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these ● about change, including transitions (between key stages on schools), loss, separation, divorce and bereavement ● to differentiate between the terms, 'risk', 'danger' and 'hazard' ● to recognise, prediction assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their environment) and to use this as an opportunity to build resilience ● To recognise how their increasing independence brings increased responsibility to keep themselves and others safe ● that bacteria and viruses can affect health and that following simple routines can reduce their spread ● how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know on the media ● to recognise when they need help and to develop the skills to ask for help; To use basic techniques resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or anxious or that they think is wrong ● school rules about health and safety, basic emergency aid procedures, where and how to get help ● what is meant by the term 'habit' and why habits can be hard to change ● Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; That some are restricted and some are illegal to own, use or give to others ● How their body will comma and their emotions may, change as they approach a move through puberty ● about human reproduction
	KS1	KS2

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<p>Health and Wellbeing</p>		<ul style="list-style-type: none"> ● about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genitalia mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers ● strategies for keeping physically and emotionally safe including road safety (including cycle safety - The Bikability programme). and the safety in the environment (including rail, water and fire safety) ● Strategies for keeping safe online; The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others ● about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe ● the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of pass code, turning it off at night etc) ● how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such request
	<p>KS1</p>	<p>KS2</p>

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<p>Relationships</p>	<ul style="list-style-type: none"> ●to communicate their feelings to others, to recognise how others show feelings and how to respond ●to recognise that their behaviour can affect other people ●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 ●to recognise what is fair and unfair, kind and unkind, and what is right and wrong ●to share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class ●to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) ●To offer constructive support and feedback to others ●to identify and respect the differences and similarities between people ●to identify their special people (family, friends, carers) and what makes them special and how special people should take care of one another ●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) ●that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) ●to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say ●to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable ●strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. 	<ul style="list-style-type: none"> ●To recognise and respond appropriately to a wider range of feelings in others ●to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ●to Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support ●to recognise different types of relationships, including those between acquaintances, friends, relatives and families ●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 ●that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves ●that their actions affect themselves and others ●to judge what kind of physical contact is acceptable or unacceptable and how to respond ●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' ●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 and see, respect and if necessary constructively challenge others' point of view ●To work collaboratively towards shared goals ●to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
	<p>KS1</p>	<p>KS2</p>

RSE incl PSHE Progression of Skills

Relationships		<ul style="list-style-type: none"> ●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 comma and disability (see 'protected characteristics' in the Equality Act 2010) ●to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudiced-base language, 'trolling', how to respond and ask for help) ●to recognise and manage 'dares' ●To recognise and challenge stereotypes ●about the difference between comma and the terms associated with, sex, gender identity and sexual orientation ●how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person online and through social media) ●That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership ●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 themselves or others ●to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
	KS1	KS2

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<p>Living in the Wider World</p>	<ul style="list-style-type: none"> ●how they can contribute to the life of the classroom and school ●to help construct comma and agree to follow, group, class and school rules and to understand how these rules help them ●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) ●That they belong to different groups and communities such as family in school ●what improves and harms their local, natural and built environment and develop strategies and skills needed to care for these download (including conserving energy) ●that money comes from different sources and can be used for different purposes including the concepts of spending and saving ●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 ●ways in which they are all unique; understand that there has never been and will never be another 'them' ●ways in which we are all the same as all other people; that we have in common with everyone else ●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 	<ul style="list-style-type: none"> ●To research combat discourse and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people ●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 ●to understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child ●That these universal rights are there to protect everyone and have primacy both over national law and family and community practises ●to know that there are some cultural practises which are against British law and universal human rights such as female genital mutilation (FGM) ●to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination community semi colons develop strategies for getting support for themselves or for others at risk ●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 ●to resolve differences by looking at alternatives, seeing and respecting others' point of view from at making decisions on explaining choices ●what being part of the community means comma and about the varied institutions support communities locally and nationally ●To recognise the role of voluntary, community and pressure groups, especially in relation to health and well being ●To appreciate the range of national, regional, religious and ethnic identity's in the United Kingdom
	<p>KS1</p>	<p>KS2</p>

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Living in the Wider World

- to consider the lives of people living in other places, and people with different values and customs
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concept of 'interest', 'loan', 'debt' and 'tax (e.g. their contribution to society through the payment of VAT)
- 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
- what is meant by enterprise I'm beginning to develop enterprise skills
- to explore and critique how the media present information
- to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media and misrepresentation or misled; the importance of being careful when they forward to others