



ALDINGBOURNE PRIMARY SCHOOL PROGRESSION MAP



SUBJECT: PSHCE

INTENT

Our PSHCE curriculum (RSE) will encourage mutual respect, responsibility and foster self-esteem in a happy and caring environment. We believe that children are all individuals and this will be promoted through discussion and celebration of difference and diversity. Children will be given the knowledge and skills to maintain good physical and mental health as well as understand how to nurture healthy relationships. It is also extremely important that all of our pupils know where they can seek advice, guidance and understand who they can talk to if they have any concerns.

AUTUMN	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	Health & Wellbeing What keeping healthy means; different ways to keep healthy. Healthy/unhealthy food. Importance of physical activity, sleep, simple hygiene routines, medicines, dental care, keeping safe in the sun and having a break from screen time. The people who help us to stay physically healthy.	Health & Wellbeing Rules and age restrictions to keep us safe. Risk in simple everyday situations. How to keep safe at home and fire safety. Ways to keep safe in familiar and unfamiliar environments. People whose job it is to help keep us safe. Relationships Bullying and hurtful behaviour.	Health & Wellbeing Recognise what makes them special and unique. Identify what they are good at and what they like and dislike. How to manage when finding things difficult. Main parts of the body including external genitalia. Growing and changing from young to old and how people's needs change. Preparing	Health & Wellbeing Mental health - strategies and behaviours that support mental health. Relationships Types of relationships. Relationships- healthy/unhealthy relationships. Family and how families can be different. Navigating friendships and recognising positive	Health & Wellbeing Keeping safe: hazards (including fire) that may cause harm, injury or risk in home. Rules to keep safe- regulations and restrictions. Drugs - legal and illegal. Mental health - feelings and range in intensity. How to predict, assess and manage risk. Physical wellbeing- what good physical	Living in the Wider World Diversity in the Community Social and Moral dilemmas - including ways the internet and social media can be used both positively and negatively. Relationships Respecting self, others and discrimination. Peer pressure. Romantic relationships -	Living in the Wider World Career and jobs including stereotypes. Skills and career routes. Enterprise and running a business. What is discrimination Stereo types and prejudices Discrimination, racism and homophobia Online Safety Catfishing and

		Recognise that some things are private - parts covered by underwear are private. Respecting privacy. Stranger danger. How to respond if contact makes them feel uncomfortable or unsafe. Permission. Importance of not keeping adults' secrets. What to do if they feel unsafe or worried for themselves or others.	to move to a new key stage. Relationships Recognise the ways they are the same and different to others.	friendships and unhealthy friendships. Managing hurtful behaviour and bullying Living in the Wider World Spending and savings	health means and recognise early signs of physical illness. Seeking support and managing risk. Online Safety Online friendships	people may be attracted to someone emotionally, romantically and sexually. Acceptable boundaries in relationships - including online	manipulating and reliability of sources.
SKILLS	Understanding ways of keeping healthy and what healthy and unhealthy means. Knowing what makes a balanced healthy diet. Activities/exercise to stay healthy. Knowing the importance of sleep and rest. How to stop germs from spreading. How to maintain good dental health. Strategies for keeping safe in the sun. An awareness of having a break from screen time.	Recognise rules and age restrictions to keep us safe. Assess risks in simple everyday situations and what actions can be taken to minimise harm. How to keep safe at home and fire safety. Ways to keep safe in familiar and unfamiliar environments - how to keep safe at the beach, shopping centre, park, swimming pool, on the street etc. Recognise people	Identify what makes them special and unique. Recognise ways they are the same and different to others. Identify what they are good at and likes and dislikes. Strategies to manage when finding things difficult. Name main parts of the body including vulva, vagina, penis and testicles. Understand the needs of people from young to old. Strategies for preparing for a new	To know that there are different types of relationships and be able to articulate what they are and how they come to be. To know what is meant by a 'positive. Healthy relationship'. Recognise there are times when you might need to say 'no' to a friend or family member. Discuss how there are different family dynamics- be able to describe some different family groups. Talk	To know that there are dangers around us every day. To define the terms 'danger' 'risk' 'hazard' and to know the difference between them. To know the dangers of fire safety and water safety. To know how to be safe online. What online means and what cyber-bullying is. Know and explain the strategies for keeping safe online and be able to identify the risks. To understand why it is important to	To understand what respect means and how this applies to different relationships. Recognise that different people have different feelings in the same situation. To articulate the impact of good and bad decisions and how peer pressure is when you are pressurised to do things that you may not want to do. Give scenarios and talk through strategies you could use.	To understand and form opinions about spending wisely, borrowing money and what is essential and non-essential. Have opinion on what success means/looks like. Strategies at looking at failure as a tool for success. Articulate routes and options for particular careers. Discuss college, apprenticeships and university. Work in a group to set up a business venture to sell wares in the school hall to raise money for charity.

	<p>Know people who help us to stay physically healthy and who you can ask for advice from.</p>	<p>whose job it is to help keep us safe. Understand bullying and hurtful behaviour and how people may feel. Recognise that some things are private - parts covered by underwear are private. Respecting privacy. Stranger danger. How to respond if contact makes them feel uncomfortable or unsafe. How to give and ask for permission. What to do if they feel unsafe or worried for themselves or others. Basic techniques for resisting pressure to do something they don't want to do which may be unsafe. Who to ask for help and vocabulary to use when asking for help.</p>	<p>key stage. How to talk about and share their opinions on things that matter to them.</p>	<p>about the difference between face-to-face and online 'friendships' Know that friendships can change over time and that you can make new friends and different types of friends. To know friendships have ups and downs and to know how to resolve disputes and reconcile differences positively. To know where they can seek advice about any form of relationship. Why do we have money? What is it for? Essential and luxury. What does it mean to save?</p>	<p>comply with regulations and restrictions (including age) for social media, tv, films, games and online gaming. Know where to report a concern. Know there are legal and illegal drugs. To understand what substance abuse is. To know the main drugs and what effect they have. Explain what addiction is. The importance of looking after your mental health and strategies that support this like exercise and sleep. Know where to go if you are worried about your own or someone else's health.</p>	<p>Know that harassment is a form of bullying and targeting and discuss strategies for dealing with this. Understand we are all unique. Recognise positive traits in yourself. Know the importance of resilience and what it means and how to build it. Understand and articulate what a community is and relate to the local, wider and world. Form opinions on social and moral dilemmas. Relate antisocial behaviour in the community to gangs, graffiti and damage. Have tools to combat peer pressure and promote respect. How to challenge discrimination.</p>	<p>Look at budgeting and profit margins. Understand that people form opinions of people based on gender, race, religion or ethnicity. Articulate what racism is and Black Lives Matter and how you know if it is racism. Discuss stereo types - how they view certain jobs, sexes and gender. LGBTQ- explain what the acronym means and explain what each letter means. Articulate what homophobia is. How to tackle/challenge ideas and behaviours that they do not accept and believe to be wrong/discriminatory. Be able to identify when something doesn't seem credible online and how to check reliability and validity. Where to report a concern.</p>
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SPRING	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	<p>Living in the Wider World What is a community? Different groups they belong to. Roles and responsibilities people have in a community. Similarities and differences to other people. What money is and where it comes from. Money choices. Looking after money. Peoples' strengths. Jobs earn money. Different jobs people they know have. Strengths needed for certain jobs.</p>	<p>Health & Wellbeing Different feelings humans can experience. Recognising and naming different feelings. How feelings can affect people. Things that help people feel good. Managing feelings. Importance in asking for help with feelings. Change and loss and feelings associated with this. Relationships Roles different people play in our lives and people who love and care for them. Different types of families and common features. Importance of telling someone if something about their family makes them unhappy or worried. Good friendships. Recognise when</p>	<p>Living in the Wider World What rules are, why they are needed and why different rules are needed for different situations. How people and living things have different needs. Responsibilities of caring for living things. Things they can do to help look after their environment.</p>	<p>Health & Wellbeing Being safe in the community. How to respond in emergency situations. Diet exercise sleep and sun contributing to healthy wellbeing. Online Safety Being safe online and strategies for time management, personal safety and respectful behaviour online. Living in the Wider World What is disability? Contributions different people make in the community. Stereotypes and prejudice disabled people may face. Relationships Stranger danger</p>	<p>Health & Wellbeing What is your identity? - what contributes to who you are (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes, strengths, skills, achievements & interests). Setbacks and failures. Living in the Wider World Looking after the community - shared responsibilities. Reduce, recycle reuse. Achievements and aspirations. Tracking money and feelings about money.</p>	<p>Health & Wellbeing Physical health - diseases, bacteria and viruses and personal hygiene. Mental health - warning signs, problem solving and triggers. How to respond to different feelings. Change and loss. Illegal drugs and their risks. Mixed messages in the media about drugs. Living in the Wider World Risks associated with money and gambling. Online Safety Managing personal data. How data and information is shared, ranked and targeted.</p>	<p>Health & Wellbeing Know that some people's gender identity does not correspond with biological sex. Knowing FGM is against the law and who to report to. Puberty including physical and emotional changes. . Menstruation cycle. Secondary school transition Living in the Wider World Rights and responsibilities. The Law - consequences of not adhering to rules and law. Visit from magistrates. Relationships Consent - privacy and personal boundaries.</p>

		<p>someone is lonely. Resolve arguments and how to ask for help with friendship. Kind and unkind behaviour. How to treat themselves and others with respect.</p>					
SKILLS	<p>Understanding what a community is and roles and responsibilities. Identify Similarities and differences to other people. Understand the concept of money and ways of looking after money. Identify different jobs and strengths needed for certain roles.</p>	<p>How to recognise what others might be feeling. Recognise that not everyone feels the same. Ways of sharing feelings and a range of words to describe feelings. Ways to help people feel good: playing outside, doing things they enjoy, spending time with family, getting enough sleep etc. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood. How to ask for help with feelings. Understand different family dynamics. Recognise unkind behaviour and when someone is lonely. Strategies</p>	<p>Understand rules in different situations and the need for them. Follow rules in institutions they know and how to find out rules in unfamiliar settings. Know the needs of people and living things and the responsibilities of caring for them. Strategies to help look after the environment.</p>	<p>How to keep safe in unfamiliar places. Know how to stay safe with fireworks and the safe use of digital devices when out. Predict, assess and manage risks in different situations. How to respond in emergency situations. Understand and implement strategies for keeping physically healthy including screen time and gaming. Respond safely and appropriately to adults they do not know. Where to report a concern both in person and online. Strategies for challenging stereotypes and ways of responding to prejudice and</p>	<p>Compassion towards others - caring for other people and living things. How to show care and concern for others. How to look after your community. Visit the recycling centre. Identify the ways money can impact on people's feelings and emotions. Set goals to help achieve personal outcomes. Articulate own identity and recognise their individuality and personal qualities. How to reframe unhelpful thinking.</p>	<p>Articulate the importance of personal hygiene. How and when to seek support, including which adults to speak to, if they are worried about their health. Predict, assess and manage risk. Strategies to respond to feelings and how to manage and respond to feelings appropriately. Recognise warning signs about mental health and wellbeing. Recognise that most difficulties can be resolved with help and support. Problem solving strategies for dealing with emotions, challenges and change.</p>	<p>Articulate rights and responsibilities and the relationship between them. What to do and whom to tell if they or someone else is at risk of FGM. Implement appropriate hygiene routines and maintain personal hygiene. Articulate the importance of consent and what they may look like in different scenarios. Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. Strategies to manage transitions.</p>

		to resolve arguments. How behaviour affects others. How to listen to other people and play and work cooperatively.		discrimination if it is witnessed or experienced.		Ways of expressing and managing grief and bereavement. Showing empathy and support. How to manage requests for personal data of themselves or others. Where to get advice and report concerns if worried about their own or someone else's online safety. Articulate risks associated with money and gambling.	
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SUMMER	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	Health & Wellbeing What to do if there is an accident and someone is hurt. How to get help in an emergency - how to dial 999 and what to say.	Health & Wellbeing What to do if there is an accident and someone is hurt. How to get help in an emergency - how to dial 999 and what to say.	Health & Wellbeing What to do if there is an accident and someone is hurt. How to get help in an emergency - how to dial 999 and what to say.	Health & Wellbeing Basic techniques for dealing with common injuries such as burns, bleeding, choking, head injuries as well as common conditions such as asthma and anaphylaxis and how to conduct CPR. Visit from first aid trainer from 'I can save a life'.	Health & Wellbeing Basic techniques for dealing with common injuries such as burns, bleeding, choking, head injuries as well as common conditions such as asthma and anaphylaxis and how to conduct CPR. Visit from first aid trainer from 'I can save a life'.	Health & Wellbeing Basic techniques for dealing with common injuries such as burns, bleeding, choking, head injuries as well as common conditions such as asthma and anaphylaxis and how to conduct CPR. Visit from first aid trainer from 'I can save a life'.	Health & Wellbeing Basic techniques for dealing with common injuries such as burns, bleeding, choking, head injuries as well as common conditions such as asthma and anaphylaxis and how to conduct CPR. Visit from first aid trainer from 'I can save a life'.

						Smoking and vaping and risks and effects.	Process of reproduction. The human life cycle.
SKILLS	What to do if there is an accident and someone is hurt. How to get help in an emergency - how to dial 999 and what to say.	What to do if there is an accident and someone is hurt. How to get help in an emergency - how to dial 999 and what to say.	What to do if there is an accident and someone is hurt. How to get help in an emergency - how to dial 999 and what to say.	How to respond to administer basic first aid. How to respond and react in an emergency situation. Identify if a situation requires the emergency services. How to contact the emergency services and what to say.	How to respond to administer basic first aid. How to respond and react in an emergency situation. Identify if a situation requires the emergency services. How to contact the emergency services and what to say.	How to respond to administer basic first aid. How to respond and react in an emergency situation. Identify if a situation requires the emergency services. How to contact the emergency services and what to say. Recognise that smoking and vaping can become a habit which can be difficult to break.	How to respond to administer basic first aid. How to respond and react in an emergency situation. Identify if a situation requires the emergency services. How to contact the emergency services and what to say. Link puberty and the process of reproduction. Seeking and giving permission (consent) in different situations.

IMPACT (END POINTS)

EYFS	KEY STAGE ONE		KEY STAGE TWO			
YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>A Reception child understands what it means to be healthy. They know healthy and unhealthy food. They know the importance of physical activity, sleep, simple hygiene routines, medicines, dental care, keeping safe in the sun and having a break from screen time for maintaining a healthy lifestyle. They know who helps us to stay physically healthy. Understand what a community is and the roles and responsibilities of different people. They can identify similarities and differences between themselves and other people. They understand what money is and the importance of money and how to look after it. They know that you earn money through having a</p>	<p>A Year 1 child understands the importance of staying safe in a variety of situations both at home and in familiar and unfamiliar environments. They know actions to take to minimise risk and harm. They know people whose job it is to help keep us safe. They understand how people may feel if they experience hurtful behaviour or bullying. They know what behaviour is bullying and the importance of telling a trusted adult. They understand privacy and the importance of seeking and giving consent. They know techniques for resisting pressure and what to do if they feel unsafe or worried for themselves or others. They understand different feelings and how people</p>	<p>A Year 2 child can identify what makes them special and unique as well as similarities and differences between themselves and others. They have strategies to manage when finding things difficult. They can name main parts of the body including external genitalia. They understand the changing needs of people as they grow and age. They can talk about and share opinions on things that matter to them. They understand rules in a variety of settings and how they differ. They understand how people and living things have different needs and the responsibilities of caring for them. They know what they can do to help look after the environment. They feel confident with how to deal with an emergency</p>	<p>A Year 3 child understands the elements of a balanced, healthy lifestyle, how to make choices that support a healthy lifestyle and recognise what might influence these. They understand how to be fire safe and how to stay safe near water, fireworks and how to be safe with strangers. They are introduced to keeping safe online with screen time and gaming. They know what physical wellbeing. Children understand what disability is. What is your identity and what does this mean.</p>	<p>A Year 4 child understands the importance of maintaining good mental health and strategies to support mental health. Children understand about the environment of their community and the wider world and relate this to recycling and reducing. Children will discuss money as well as aspirations and achievements. They will talk about setbacks and failures and how you can reframe negative thoughts. To share stories regarding change and loss.</p>	<p>A Year 5 child knows how their bodies will begin to change, as they become a teenager and how to keep themselves safe and healthy. To look at health with regard to viruses and bacteria and look for warning signs relating to physical and mental health. Offer advice based on personal experiences regarding change and loss. To understand the risks with money and gambling. Children will look at the dangers of smoking and vaping.</p>	<p>Children in year 6 will understand the importance of keeping clean and what consent is and what it means. They will know the body goes through many changes during Puberty including periods. They will know how babies are made and sexual parts of the body. Children will know rights and responsibilities mean and understand the law and the role of the magistrates. There will be discussion about what female Genital mutilation is and why this occurs. They children will have discussions regarding gender and identity and how these don't always correlate. There will be discussions, secondary school, and the transition from primary.</p>

<p>job and that certain jobs require certain skills/strengths.</p>	<p>can feel differently in different situations. They know strategies to manage feelings and how to ask for help if they need help with their feelings. They understand different family dynamics and what is and who to speak to if they are concerned about a family member. They know what makes a good friend and know strategies to resolve arguments. They listen to other people and play and work cooperatively and know how to ask for help if a friendship is making them unhappy.</p>	<p>and dialling 999. They are prepared to move into Key Stage 2.</p>				
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* Online safety in Foundation Stage and Key Stage 1 is taught during our Computing lessons.