



Eccleston Primary School - PSHE Progression (Including RSE and British Values)

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Most of PSHE education became statutory for all schools in September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2 and Health Education. The Department for Education published [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\)](#) and Health Education in June 2019. This sets out what schools *must* cover from September 2020.

This Programme of Study sets out learning opportunities on three core themes:

CORE THEME 1: HEALTH AND WELLBEING CORE

THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

PSHE/ **RSE**/ SMSC Curriculum-Whole School Overview
Health and wellbeing, relationships, living in the wider world and **British Values**

Health and Wellbeing

Relationships

Living in the Wider World



Eccleston Primary School - PSHE Progression (Including RSE and British Values)

	0-3 yrs	4-5 yrs	REC/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p> <p>'Get Heartsmart'</p> <p>Meet Boris</p> <p>Democracy - School parliament elections.</p> <p>Rule of Law - School rules.</p>	<p>*To establish their sense of self.</p> <p>*Express preferences and decisions, try new things and start establishing their autonomy.</p> <p>*Make choices for themselves, with help.</p> <p>*Feel strong enough to express a range of emotions.</p> <p>*Be increasingly able to talk about and manage their emotions.</p> <p>*Safely explore emotions beyond their normal range through play and stories.</p> <p>*Talk about their feelings in more elaborated ways: 'I'm sad because...' 'I love it when...'</p>	<p>*Think about ways of being kind.</p> <p>*Explore different emotions through song, story and play.</p> <p>*Talk about their feelings using words like: happy, sad, angry, worried.</p>	<p><u>Meet Boris</u></p> <p>*Explore reading facial expressions and body language to describe how someone is feeling.</p> <p>*Talk about the things they love and how they make them feel.</p> <p>*See themselves as a valuable individual.</p> <p>*Express their feelings and consider the feelings of others.</p> <p>*Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>*Begin to know they have power and consider how they can use it in positive and negative ways.</p> <p>*Understand their different emotions.</p> <p>*Identify who they are grateful for and why.</p> <p>*Begin to understand what healthy choices for their mind and body look like.</p> <p>Discuss loneliness. Know how important it is to talk and to find help.</p>	<p>*Describe using their power in positive and negative ways.</p> <p>*Consider the reputations that they would like to have.</p> <p>*Explore how feelings affect actions.</p> <p>*Explore things to be grateful for.</p> <p>*I can list a food from each of the 5 food groups.</p> <p>Discuss isolation. Know how important it is to talk and to find help.</p>	<p>*Look at ways in which they can be positive and negative to ourselves and each other.</p> <p>*Recall memories and their associated feelings.</p> <p>*Think about the things they need to guard their hearts from.</p> <p>*List things that they are grateful for and why.</p> <p>*I can identify some benefits and risks of a healthy/unhealthy lifestyle.</p> <p>Know how loneliness and isolation can affect children. Know the importance of talking and finding help.</p>	<p>*Understand the consequences of the words they use about themselves and others.</p> <p>*Consider what each sense helps them to enjoy.</p> <p>*Think about and discuss how they know who they can trust.</p> <p>*Suggest ways in which they can grow desired characteristics eg - Kindness, resilience, resourcefulness, fairness.</p> <p>*To know the characteristics that make a healthy family life.</p> <p>Know how loneliness and isolation can affect children and adults. Know the importance of talking and finding help.</p>	<p>*Consider how powerful people lead others.</p> <p>*Describe the heart reputation that they would like.</p> <p>*Discuss how to know what they should and shouldn't watch.</p> <p>*Identify and appreciate people who support and encourage them.</p> <p>*Know the importance of good quality sleep for good health.</p> <p>Know how mental health illness can affect children and adults. Know the importance of talking and finding help and support.</p>	<p>*Demonstrate that body language can be used to make people feel more powerful.</p> <p>*Explore how to keep their hearts soft but strong. Discuss topical issues</p> <p>*Develop the knowledge and skills to make healthy choices.</p> <p>*Know about the eat well plate and how to plan a healthy meal.</p> <p>*Think of reasons to be grateful for a variety of objects/items. (Discrete)</p> <p>Know how mental health issues can affect children and adults. Know the importance of talking and finding help and support.</p>
	0-3 yrs	4-5 yrs	REC/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 2</p>	<p>*Find ways to calm themselves, through being calmed and</p>	<p>*Begin to describe themselves using a mirror.</p>	<p><u>I am Special</u></p>	<p>*Identify special people and how they show us love.</p>	<p>*Recognise and celebrate their strengths and</p>	<p>*Discuss learning to accept the encouragement given by others.</p>	<p>*Look at the ways that they feel loved.</p>	<p>*Consider the way in which the words that they listen to about</p>	<p>*Discuss and explore self-worth.</p>



Eccleston Primary School - PSHE Progression (Including RSE and British Values)

<p>'Don't forget to let the Love in'</p> <p><u>I am Special</u></p> <p>Tolerance of others - Anti-bullying week</p> <p>Rule of Law- Road Safety week</p> <p>Children in Need - Nov</p>	<p>comforted by their key person.</p> <p>*Thrive as they develop self - assurance.</p> <p>*Be positive and interested in what babies do as they develop their confidence in trying new things.</p> <p>*Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, disabilities, religion etc.</p> <p>*Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal.</p> <p>*Develop friendships with other children.</p>	<p>*Begin to explore what makes them special.</p> <p>*Begin to understand that everyone is unique.</p> <p>*Talk about themselves with increasing confidence.</p> <p>*Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>*Play with one or more other children, extending and elaborating play ideas.</p> <p>*Become more outgoing with unfamiliar people within the safe context of their setting. Show more confidence in new social situations.</p>	<p>*Know that we are all loved, special and important.</p> <p>*Talk about our favourite things and know that different people like different things.</p> <p>*Think about how we show different emotions.</p> <p>*Identify their different skills and talents.</p> <p>*Identify and moderate their own feelings socially and emotionally.</p> <p>*Build constructive and respectful relationships.</p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Show sensitivity to their own and to others' needs.</p>	<p>*Differentiate between truth and lies about themselves.</p> <p>*List things that they are grateful for.</p> <p>*Identify ways to take care of themselves every day.</p> <p>*Learning about appropriate and inappropriate contact.</p> <p>Know that it's important to have a happy, healthy mind as well as body.</p>	<p>ways in which they are unique.</p> <p>*Learn to differentiate between the truth and lies that they hear and speak about themselves.</p> <p>*Discuss how being thankful for what they have changes their attitude.</p> <p>*Understand the importance of looking after themselves through physical exercise.</p> <p>Know that it's important to have a happy, healthy mind as well as body.</p>	<p>*Consider what love is and what love is not.</p> <p>*To know that it feels better when you let love in.</p> <p>*List the people in their lives that they are grateful for.</p> <p>*Know how to make good choices to keep their heart healthy.</p> <p>Know that mental well-being is just as important as a healthy lifestyle. Know benefits of physical activity.</p>	<p>*Celebrate their strengths and achievements.</p> <p>*Highlight things about their body that they are grateful for.</p> <p>*Compare measurements to determine their own uniqueness.</p> <p>*Understand the importance of hand washing.</p> <p>Know that mental well-being is just as important as a healthy lifestyle. Know benefits of physical activity.</p>	<p>themselves makes them feel.</p> <p>*Discuss the different ways that they attach value to things.</p> <p>*Recall events from their own life and the lives of significant people.</p> <p>*Think about different sources of pressure, including pressure from friends, and how they can respond.</p> <p>*To know who to go to for help and how to keep asking until it is given.</p> <p>Know that mental well-being is a normal part of daily life and is just as important as your physical health. Know benefits of physical activity.</p>	<p>*Encourage one another with kind and positive words and be able to accept words spoken about them.</p> <p>*Recall significant events and people in their life so far.</p> <p>*Think of things that they are grateful for each week.</p> <p>*Be able to identify early signs of illness.</p> <p>*Investigate how commonly available substances can damage their immediate and future health.</p> <p>Know that mental well-being is a normal part of daily life and is just as important as your physical health. Know benefits of physical activity.</p>
<p><u>Spring 1</u></p>	<p>0-3 yrs</p> <p>*Know people that you love and care for.</p>	<p>4-5 yrs</p> <p>*Identify people that you love and care for.</p>	<p>REC/EYFS</p> <p>I Love Others</p>	<p>Year 1</p> <p>*Develop an awareness of their</p>	<p>Year 2</p> <p>*Be aware of surroundings and people around</p>	<p>Year 3</p> <p>*Consider how to be unselfish and be kind to others.</p>	<p>Year 4</p> <p>*Be aware of surroundings and</p>	<p>Year 5</p> <p>*Know what to do when they are feeling lonely.</p>	<p>Year 6</p> <p>*Demonstrate ways that they are different and</p>



Eccleston Primary School - PSHE Progression (Including RSE and British Values)

<p>'Too much Selfie isn't Healthy'</p> <p><u>I Love Others</u></p> <p>Mutual respect - Community helpers month</p> <p>Safer Internet Day - Mid Feb</p> <p>Children's Mental Health week - Feb</p>	<p>*Know family members and friends.</p> <p>*Find ways of managing transitions eg from parent to key person.</p> <p>*Begin to show effortful control eg waiting for a turn instead of grabbing or going to the front.</p>	<p>*Identify family members and friends.</p> <p>*Begin to understand the importance of being kind to others and to animals.</p> <p>*Develop their sense of responsibility and membership of a community.</p>	<p>*Talk about loved ones and things they like to do together.</p> <p>*Know that everyone's families are different.</p> <p>*Explore ways of showing feelings. And how they can show that they care.</p> <p>*Think about the roles within our community and the things they should be grateful for.</p> <p>*Think about the perspectives of others.</p> <p>*Give focussed 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>*Form positive attachments to adults and friendships with peers.</p>	<p>surroundings and the people around them.</p> <p>*Consider how to help others and how others have helped them.</p> <p>Discuss what to do in emergencies.</p> <p>*Consider the people who look after us and how we can show our appreciation.</p> <p>*Explore working as a team to reach an end goal.</p> <p>*Consider how we can keep safe online.</p> <p>Recognise privacy, staying safe and seeking permission.</p>	<p>them by noticing differences.</p> <p>*Think about acts of kindness and the people who help us in our community.</p> <p>Know what to do in emergencies.</p> <p>*Look at how they are the same as others and different too.</p> <p>*Be aware of the rules for keeping safe online.</p> <p>Manage secrets, resist pressure and know where to get help.</p>	<p>*Consider how to honour others for their kindness.</p> <p>*Work together, listening to one another and respecting each other's views.</p> <p>Know what to do in emergencies.</p> <p>*Discuss why it is important to keep personal information private.</p> <p>Know about personal boundaries.</p> <p>Respond safely to others.</p>	<p>others around them.</p> <p>*Suggest how someone is feeling based on facial expressions and body language.</p> <p>*Think about and thank the unseen heroes in the local community.</p> <p>Know what to do in emergencies – how to make a clear and efficient call to emergency services.</p> <p>*Recognise that sometimes we need help from others and t work together to reach a goal.</p> <p>*Develop an awareness of how to use mobile phones and tablets responsibly.</p> <p>Respond to hurtful behaviour appropriately.</p> <p>Manage confidentiality.</p>	<p>*Know how to listen to others.</p> <p>*Consider the impact that helping others has on themselves and others.</p> <p>Know what to do in emergencies.</p> <p>Know some basic first aid.</p> <p>*Think of people who deserve honour and think of ways to honour them.</p> <p>*Investigate the purpose and role of different groups including pressure groups.</p> <p>*Develop an awareness of what they should and should not share online.</p> <p>Know about physical contact and feeling safe.</p>	<p>the same as each other.</p> <p>*Practise being a good listener.</p> <p>*Recognise the ways that the generations before them overcame challenges that they benefit from today.</p> <p>*Consider ways that they can be friends and support each other.</p> <p>Know what to do in emergencies.</p> <p>Know some common injuries and basic first aid.</p> <p>*Discuss the benefits and dangers of social media.</p> <p>Recognise and manage pressure.</p> <p>Discuss consent I different situations.</p>
	0-3 yrs	4-5 yrs	REC/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Eccleston Primary School - PSHE Progression (Including RSE and British Values)

<p>Spring 2 'Don't Rub it in, Rub it out'</p> <p><u>I am a Good Friend</u></p> <p>Rule of Law - Bikability</p> <p>Global Money week - March</p> <p>Red Nose Day - March</p>	<p>*Look back as they crawl or walk away from their key worker. *Understand gradually how others might be feeling.</p>	<p>*Think about what we like to do with our friends. *Begin to play cooperative games. *Continue to explore ways of being kind and being a good friend. *Continue to explore how they are feeling.</p> <p>*Find solutions to conflicts and rivalries.</p>	<p><u>I am a Good Friend</u></p> <p>*Talk about what makes a good friend: understand the importance of inclusion and listening to others. *Consider how words they use make others feel. *Begin to understand they should be kind, even when others are unkind. *Explore saying sorry through story.</p> <p>*Show sensitivity to their own and others needs.</p>	<p>*Think about the motive behind their behaviour, how their behaviour affects others and how they can make amends. *Discuss how forgiveness can help hard situations. *Explore handling negative emotions and disappointment. *Consider the effect that our words have on other people. *Explore where people get money from. (Discrete)</p>	<p>*Talk about the importance of saying sorry and offering forgiveness between friends. *Understand how holding on to unforgiveness makes them feel. *Reflect on helpful ways to deal with hurt and negative emotion. *Understand the consequences of teasing and bullying. *Learn that there is a choice in spending and saving. (Discrete)</p>	<p>*Understand the effects of saying sorry. *Consider different ways to respond to scenarios. *Understand the benefits of letting go of hurt. *Discuss how trust is built and betrayed. *Begin to recognise and challenge stereotypes. *Recognise some forms of bullying. *Consider and prioritise needs and wants. (Discrete)</p>	<p>*Discuss ways to fix broken friendships. *Discuss what forgiveness is and the value of forgiving others. *Talk about different types of stress and ways to manage negative stress. *Discuss how to bounce back after mistakes. *Discuss dares: when they are/are not fun and how to refuse to do them. *Recognise forms of bullying. *Begin to develop the skills needed to become a critical consumer. (Discrete)</p>	<p>*Develop simple strategies to resolve conflict. *Describe what Nelson Mandela's life teaches them about forgiveness. Talk about ways of handling their emotions. *Discuss how they respond to their own mistakes. *Recognise bullying in all its forms and think about strategies to deal with bullying. *Recognise that resources can be allocated in different ways and these choices affect others. (Discrete)</p>	<p>*Develop effective strategies to resolve conflict and disputes. *Discuss how people benefit when they choose to forgive others. *Explore how tone and body language say more than words. *Discuss how to build trust between friends. *Consider the impact of Bullying. *Think of reasons to be grateful for a variety of objects/items. Manage a budget (Discrete)</p>
	0-3 yrs	4-5 yrs	REC/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Eccleston Primary School - PSHE Progression (Including RSE and British Values)

<p>Summer 1 'Fake is a Mistake'</p> <p><u>I Tell the Truth</u></p> <p>Individual Liberty celebration</p>	<p>*Look for clues about how to respond to something interesting. *Play with increasing confidence on their own and with other children because they know their key person is nearby.</p> <p>*Learn to use the toilet with help and then independently.</p>	<p>*Begin to explore the importance of telling the truth. *Identify the difference between kind and unkind actions. *Begin to explore the importance of being themselves. *Begin to identify things to be thankful for. *Identify things that they enjoy doing with their families. *Make healthy choices about food, drink, activity and tooth-brushing. *Become increasingly more independent in meeting their own personal care needs.</p>	<p><u>I Tell the Truth</u> *Differentiate between lies and truth *Understand the importance of telling the truth. *Think about the importance of being themselves. *Explore and celebrate the differences in different families. *Manage own needs- personal hygiene. *Know and talk about their overall health and well-being- eg regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, good sleep routine and being a safe pedestrian. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>*Understand that it is best to be their true self, without hiding their true thoughts and feelings. *Consider who they can talk to when sad or angry. *Think about the impact that telling lies can have. *Know the importance of good oral hygiene and dental health. Know safe routines *Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. (Discrete)</p>	<p>*Understand that they are unique. *Understand that not all thoughts about themselves are true. *Discuss how different emotions feel. *Explore the possible consequences of lying. *Know ways to stay safe in the sun. Know simple safety rules at home Pupils can recognise how they grow and will change as they become older. (Discrete)</p>	<p>*Know that it's best to be themselves. *Understand the importance of telling the truth. *Discuss sharing their true feelings. *Recognise the importance of truth in building strong friendships. *Learn facts and science about allergies. Know risks and hazards at home and in local environment Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. (Discrete)</p>	<p>*Talk about celebrating each other for who they are not what they do. *Consider who speaks into their lives and if they use the voice of love. *Talk about having the courage to tell the truth. *Understand how feedback can help them become unstuck and help them to grow. *Learn about facts and risks involved with smoking. Know risks of medicines. Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty (Discrete).</p>	<p>*Explore how shame can make them hide how they really feel. *Recognise that images that they see online and in the media do not always represent reality. *Know who they can trust to be open and vulnerable with. *Understand that feedback will help them to grow. *Find out about the risks of alcohol for young people. Know how to stay safe in different situations. Pupils can anticipate how their body may change as they approach and/or move through puberty. (Discrete)</p>	<p>*Be proud of who they are. *Catch negative self-talk and replace with positive self-talk. *Know how to use boundaries to establish respectful friendships. *Listen to others expressing different points of view with a view to understanding. *Find out facts about vaccinations. *Find out facts about legal and illegal substances and the risks involved. Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs. Know what consent means and how to give/not give permission in different situations. Discuss people who love each other can be of any gender, ethnicity or faith. Discuss attraction to others, romantic relationships, civil partnership and marriage (Discrete)</p>
	0-3 yrs	4-5 yrs	REC/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Eccleston Primary School - PSHE Progression (Including RSE and British Values)

<p>Summer 2 'No way Through isn't True'</p> <p>I Can Do It</p> <p>British values week</p>	<p>*Describe different things that they can do with their bodies. *Begin to think about perseverance.</p> <p>*Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. *Grow in independence, rejecting help from others. *Increasingly follow rules, understanding why they are important.</p>	<p>*Select and use activities and resources, with help when needed.</p> <p>*Show resilience and perseverance in the face of a challenge. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p> <p>*Remember rules without reminders.</p>	<p>I Can Do It</p> <p>*Consider how to move forwards after a mistake. *Consider what to do when they are stuck. *Discuss the importance of perseverance. *Consider what they would like to be when they grow up.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>*Understand the importance of learning from our experiences and trying again. *Begin to explore trusting their instincts eg – good secrets v bad secrets. *Talk about their potential and future goals. *Explore loss from their own experience– of people/animals.</p>	<p>*Explore finding alternative solutions to problems. *Explore overcoming challenges and difficulties. *Understand the importance of getting up and trying again. *Explore grief through story.</p>	<p>*Think about progress and setbacks. *Imagine 'what if' in a positive way. *Explore overcoming challenges and difficulties. *Consider the right attitude required to achieve their goals. *Discuss how to manage change effectively.</p> <p>*Look for ways to improve the school environment. (Discrete)</p>	<p>*Identify the skills and attitudes needed to meet a challenge. *Think about the changes that we need to make to meet a challenge. *Consider the habits that they need to develop to reach their goals. *Consider how to persevere and hold onto hope. *Identify their dreams for the future. *Consider how to deal with grief and loss.</p> <p>*Consider how the UK law fits into the Heartsmart and school values. (Discrete)</p>	<p>*Demonstrate an attitude that acknowledges that 'No way through isn't true'</p> <p>*Look at the power of hope and how it can keep them going. *Explore risk versus danger and how they can safely pursue their dreams. *Understand that the successes that we achieve on the inside are often greater than those seen on the outside.</p> <p>*Consider how fake goods affect the UK. (Discrete)</p>	<p>*Demonstrate an attitude that acknowledges that 'No way through isn't true'</p> <p>*Reflect on how they are feeling, why they are feeling that way and what they need. *Look at the power of hope and how it can keep them going. *Think about people who inspire them because of who they are. *Understand the importance of stepping out of their comfort zones.</p> <p>*Look at and talk about the UN and UNCRC (Discrete)</p>
---	---	--	--	--	--	--	---	--	--