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| **St. John’s PSHE Curriculum Progression** |
|  | **Health and Well-being** | **Relationships** | **Living in the Wider World** |
| **Physical Health and Mental Wellbeing** | **Growing and Changing** | **Keeping Safe** | **Special Events**  | **Families and Friendships** | **Safe Relationships** | **Respecting Ourselves and Others** | **Special Events** | **Belonging to a community** | **Media Literacy and Digital Resilience** | **Money and Work** | **Special Events**  |
| **EYFS** | Starting to manage their personal hygiene. Keeping healthy- bedtime stories, eating breakfast and exercise.Oral Health (CST)  | Developing the confidence to speak to others. Developing strategies to cope with change – routines, leaving parents. | Keeping safe in the classroom; following simple rules to stay safe; developing listening skills (CST) | Online Safety Day Blue Monday -Headlight Project Healthy Heart Day Bonfire Night Safety  | Begin to develop friendships with other children (CST) | Becoming more confident in new settings; feeling safe and happy in school, personal space | Developing an awareness of friendly behaviour; promoting positive exchanges -please and thankyou (CST) | Anti-bullying week Fundraising  | Begin to understand simple rules and why we need them(CST) | Using the internet or device alongside trusted adults | People who help us.(CST) | Remembrance DaySamaritan’s Purse- Shoebox AppealChristmas Jumper Day Recycle WeekInternational Day of Peace Enterprise -Summer fair Careers DayScience Week -International Women’s dayHolocaust Memorial Day (Y6) World Book Day CAFOD Lent Fundraiser European Language Day Day of Colour Class Saint Feat Days: EYFS: St. Joseph – 19th March Y1/2: St. Teresa of Calcutta- 5th September Y2/3: St. Oscar Romero- 24th March Y4/5: St. Bernadette- 16th April Y5/6: St. Francis of Assisi – 4th October  |
| **Reception** | Managing personal hygiene Keeping healthy; food, bedtime, screen time, exercise and oral health. Beginning to manage feelings (CST) | Becoming more independent. Setting and achieving simple goals showing resilience. | Keeping safe around school. How trusted adults can help us stay safe(CST) | Being part of a family. Talking about those people who are special to us. (CST) | Building friendships; turn taking. Expressing feelings and recognising the feelings of others(CST) | Working and playing cooperatively. Show sensitivity to the needs of others(CST) | Being part of the school community;understanding the rules and routines within the classroom (CST) | Using the internet safely. | Jobs in the community(CST) |
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| **Year 1/2** | Keeping healthy; food groups, sleep routines, screen time and exercise, good hygiene routines; sun safety; dressing for the temperature.  | Recognising what makes them unique and special; feelings; managing when things go wrong; importance of being ready for learning.  | How rules and age restrictions help us; managing personal, minor injuries or illnesses  | Roles of different people; families; feeling cared for  | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful(CST) | What rules are; caring for others’ needs; looking after the environment(CST)  | Using the internet and digital devices; communicating online; keeping safe online  | Strengths and interests; jobs in the community |
| **Year 2** | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. | Growing older; naming body parts; moving class or year; changing friendships.  | Safety in different environments; risk and safety at home; emergencies | What makes a family; features of family life | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions(CST) | Belonging to a group; roles and responsibilities; being the same and different in the community(CST) | The internet in everyday life; online content and information; recognising needing a break from devices. | What money is; needs and wants; looking after money |
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| **Year 2/3** | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. | Growing older; naming body parts; moving class or year; changing friendships.  | Safety in different environments; risk and safety at home; emergencies | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions(CST) | Belonging to a group; roles and responsibilities; being the same and different in the community(CST) | What money is; needs and wants; looking after money |  |  |
| **Year 3** | Healthy choices and habits; what affects feelings; expressing feelings.  | Personal strengths and achievements; managing and re-framing setbacks. | Risks and hazards; safety in the local environment and unfamiliar places | Making friends; feeling lonely and getting help  | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect, courtesy and being polite(CST) | The value of rules and laws; rights, freedoms and responsibilities (CST) | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals |
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| **Year 4/5** | Maintaining a balanced lifestyle; oral hygiene and dental care; personal hygiene; strategies to support emotional wellbeing.  | Personal identity; Mental well being | Medicines and household products; drugs common to everyday life | Positive friendships including online  | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively(CST) | What makes a community; shared responsibilities; what is a democracy? (CST) | How data is shared and used; appropriate use of school devices; how to be safe online at home.  | Making decisions about money; using and keeping money safe |
| **Year 5** | Healthy sleep habits; sun safety; water safety; medicines, immunisations and allergies. What is mental health? How to support mental health.  | Physical and emotional changes in puberty; hygiene; practical menstrual health education.  | Keeping safe in different situations, including responding in emergencies, and first aid | Managing friendships and peer influence  | Physical contact and feeling safe; trusted adults; self-regulation strategies; mindfulness  | Responding respectfully to a wide range of people; recognising prejudice and discrimination(CST) | Protecting the environment; compassion towards others (CST)  | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes |
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| **Year 5/6** | Healthy sleep habits; sun safety; water safety; medicines, immunisations and allergies. What is mental health? How to support mental health.  | Physical and emotional changes in puberty; hygiene; practical menstrual health education.  | Keeping safe in different situations, including responding in emergencies, and first aid | Managing friendships and peer influence  | Physical contact and feeling safe; trusted adults; self-regulation strategies; mindfulness  | Responding respectfully to a wide range of people; recognising prejudice and discrimination(CST) | Protecting the environment; compassion towards others (CST)  | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes |
| **Year 6** | What affects mental health and ways to take care of it; managing change, anxiety, loss and bereavement; managing time online  | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media | Attraction to others; romantic relationships; civil partnership and marriage  | Recognising and managing different situations; anger management; conflict resolution strategies;  | Expressing opinions and respecting other points of view(CST) | Valuing diversity; challenging discrimination and stereo-types (CST) | Evaluating media sources; sharing things online; managing online relationships; online support systems  | Influences and attitudes to money; money and financial risks; skills required for different careers  |

Each topics includes a knowledge retention/recap element so that we build on prior learning.

Pupils take an assessed task in each unit which draws on their learning and vocabulary.