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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 Day  Samaritan’s Purse- Shoebox Appeal  Christmas Jumper Day  Recycle Week  International Day of Peace  Enterprise -Summer fair  Careers Day  Science Week -International Women’s day  Holocaust 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.