



St Peter's CE (VA) Primary School

Curriculum Progression Map - PSHE and Relationships Education

Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core theme 1:	Health and Wellbeing					
Physical	Keeping safe and healthy I can explain why it is important to keep. I understand some basic hygiene routines. I understand some areas in which I can look after myself. I understand the need for keeping my teeth clean. I understand the need for rest and sleep. I can say what things might be harmful at home. I can say what things can be harmful if not used properly. I can say where in school I feel safe. I can identify where in the locality I feel safe. I can identify where in the locality I feel less safe and why. I can say where and when it is safe to cross the road.	Keeping myself healthy I can feel the effect of exercise on my body. I can say why physical activity is healthy. I can say what physical activity I enjoy. I can explain what choices I make that are healthy. I can explain the different kinds of food that I should eat. I can explain how some foods can harm my body, I can make healthy choices in my food. I can describe how to look after particular parts of the body. I can explain why it is important to keep clean. I can describe and carry out basic hygiene. I know what to take responsibility for and when to ask for help. I can explain what things an adult can do that a baby cannot.	Safe and healthy at home, school and locally I can explain that bacteria and viruses can affect health. I understand some illnesses are passed on to others whereas other kinds are not. I can explain terms 'risk', 'danger' and 'hazard'. I can assess risks in different situations. I am able to decide how to manage them responsibly, including sensible road use. I can explain why our school has rules to keep us safe and healthy. I know some hazards that I should point out to an adult. I know who to ask for help at home, in school and out in the locality.	Helping others to keep safe I can explain more risks in our locality. I can talk about how to manage those risks. I understand how to call for emergency aid. I can undertake basic first aid procedures. I am confident to undertake them. I can say what is meant by the term 'habit'. I can explain why habits can be hard to change.	Drug education I know the definition of drugs and can describe some of the things drugs do. I understand some of the effects and dangers of alcohol. I understand that caffeine is a legal drug that has to be managed sensibly. I know the dangers of smoking and have skills to help me resist the temptation to smoke. I know some of the dangers of cannabis and I understand that it is an illegal drug.	Safe and healthy in the future I have further knowledge and understanding of the effect that food and physical activity can have on health. I have further knowledge and understanding of the ways I can keep myself safe in the locality. I have further knowledge and understanding of the ways I can help others to keep themselves safe and healthy. I have strategies to resist pressures from others to act in unsafe or unhealthy ways.
Sex and Relationships	Growing and caring for ourselves I can describe good and no so good feelings and ways I can manage them to make me feel better. I understand how to keep myself clean. I understand why personal hygiene is important.	Differences I can describe some of the similarities and differences between boys and girls. I understand that some people have fixed ideas about what boys and girls can do.	Valuing differences and keeping safe I can tell the difference between male and female babies and children. I can name the male and female body parts using scientific words.	Growing up I can describe the human lifecycle. I can describe some of the changes that happen as we grow up. I can explain how puberty fits into the human lifecycle.	Changes at puberty I know when puberty is likely to happen. I can explain the main emotional and physical changes that happen during puberty. I know why puberty happens. I can explain what happens during menstruation and give	Relationships and reproduction I can label male reproductive body parts (BOYS ONLY). I can label female reproductive body parts (GIRLS ONLY). I can explain how and why the body changes during

	<p>I can identify similarities and differences between myself and the opposite gender.</p> <p>I know about growing and changing and that babies grow into children and then into adults.</p> <p>I can describe my family and understand why everyone's family is special.</p> <p>I can identify which people look after me, who to go to if I am worried and how I can help them to look after me.</p>	<p>I can describe some differences between male and female animals.</p> <p>I understand that making a new life needs a male and a female.</p> <p>I can name the main body parts, including the male and female private parts with confidence.</p> <p>I understand it is important to look after my body because that can help me have a healthy lifestyle.</p> <p>I understand that everyone's body is different and that we celebrate the difference.</p>	<p>I understand why males and females have different private parts.</p> <p>I can identify different types of touch that people like and dislike.</p> <p>I can talk about ways of dealing with unwanted touch.</p> <p>I can identify the similarities and differences between different types of families.</p> <p>I understand that it's important to respect the difference between families.</p> <p>I can identify my special people and what makes them special.</p> <p>I know how my family should care for one another and who we can go to for help and support.</p>	<p>I can identify which parts of the body change during puberty.</p> <p>I recognise that becoming more independent can also mean having more responsibility for looking after myself.</p>	<p>advice on how to manage them when they happen. (GIRLS ONLY)</p> <p>I know that young people can experience puberty differently and at different times.</p> <p>I can describe some of the different emotions young people might have and how they might manage them.</p> <p>I know how to stay clean during puberty.</p>	<p>puberty in preparation for reproduction.</p> <p>I know what forms of touching are appropriate and inappropriate.</p> <p>I know when it is appropriate to share personal information in a relationship (focus on online safety).</p> <p>I know where and how to get help if an experience online causes me concern.</p>
Core theme 2:	Relationships					
Social	<p>Beginning to understand me and others</p> <p>I can describe who a friend is and what a friend does.</p> <p>I can demonstrate some skills needed to make an maintain friendships.</p> <p>I can begin to value individuality.</p> <p>I can recognise and celebrate my emotions, gifts and talents.</p> <p>I can recognise similarities and differences between myself and my peers.</p> <p>I can share my opinions with everyone in the class, one at a time.</p> <p>I can say when I think something is fair or unfair, kind or unkind, right or wrong.</p> <p>I know what to do if I am unhappy with things that happen to me.</p>	<p>Others and me in my class</p> <p>I have strategies that I can use to resolve simple arguments or disagreements through negotiation.</p> <p>I know and value the different groups to which I belong.</p> <p>I can identify some of the many differences between children in our class.</p> <p>I can identify when I am unhappy/uncomfortable.</p> <p>I know how to report experiences that I was not comfortable or happy with at school and at home.</p>	<p>Supporting friends and other people</p> <p>I can recognise a wide range of feelings in others.</p> <p>I can respond appropriately to a wide range of feelings in others.</p> <p>I know how to make and keep friends.</p> <p>I have thought about when it is better to stop being friends with someone.</p> <p>I know what to do if I am a witness to bullying.</p> <p>I can listen to other children and respond appropriately whether I agree or disagree with that viewpoint.</p>	<p>Who are these people?</p> <p>I have explored different types of relationships.</p> <p>I understand the difference between secrets and surprises.</p> <p>I know what a stereotype is and what influences my thinking.</p> <p>I know how to keep safe when online.</p> <p>I know what to do if something does not feel right when online.</p>	<p>Being strong</p> <p>I know the differences between 'confidential' and 'secret'.</p> <p>I am confident to praise and support and to raise any concerns appropriately.</p> <p>I can handle pressure from others to do what I know to be wrong or unkind or damaging.</p> <p>I am aware of the nature and consequences of discrimination, teasing, bullying and aggression.</p>	<p>Me and my place in the world</p> <p>I have given thought to the people I will meet in the future and how I will respond to them.</p> <p>I have the skills and confidence to know when to ask for help and who to ask in various situations in the future.</p> <p>I have the skills to work co-operatively with others.</p> <p>I have developed strategies to resolve disputes and conflict to benefit others as well as myself.</p>

Emotional	<p>Knowing what to do I understand and can explain the school's/classroom rules for and ways of keeping physically and emotionally safe. I have begun to have identified some of my feelings and recognised some of the ways I express them. I recognise how our feelings can influence our friendships. I realise that my words and actions can affect other people. I can set simple but challenging goals for myself. I can distinguish between good and not so good feelings. I can talk about change and loss and the associated feelings (e.g. losing toys, pets or friends). I can explain how people look after me at home and at school. I have identified family members and friends and the roles that they play. I know who I can talk to at home and at school if I am sad. I know the difference between secrets and surprises. When to say 'yes' or 'no'.</p>	<p>Developing confidence I know what I am good at. I can talk about my feelings. I can talk about change and loss and the associated feelings, including moving home. I recognise that choices can have good and not so good consequences. I can learn from my experiences. I can explain the new opportunities and responsibilities that increasing independence may bring. I can talk about my family networks. I know how to attract the attention of people we trust. I can explain ways that I can help other people to look after them. I know that I share responsibility for keeping myself safe.</p>	<p>More about me I know what makes me feel good. I know what makes me feel bad. I can say what food I like. I can explain why I eat other things also. I can make good food choices. I can identify and reflect on and celebrate my achievements and strengths. I know when I need to listen to my emotions. I know the importance of protecting personal information, including passwords, addresses and images. I know how to resist pressure to do something dangerous, unhealthy or somethings that makes me uncomfortable. I can resist pressure to do something that I know is wrong.</p>	<p>Taking more control I have experience of how to make informed choices. I know what influences my choices. I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. I can reflect on and celebrate my achievements. I can identify areas for improvement. I have deepened my understanding of good and not so good feelings. I have extended my vocabulary to enable me to explain more emotions and feelings.</p>	<p>Moving on with confidence and clarity I can look at images and adverts in the media. I can identify what positively and negatively affects my mental and emotional health. I have explored the idea that choices can have positive, neutral and negative consequences. I have reflected on and celebrated my achievements. I can set high aspirations and goals. I have thought about how it feels to not meet my goals and how to respond. I can use the vocabulary to enable me to explain both the range and intensity of my feelings to others. I can ask for help clearly from appropriate people should I need to. I can identify some of the issues I will face when I change schools. I can identify those issues, which I am looking forwards to and those, which I am not looking forward to. I have explored how to manage those conflicts.</p>	<p>Celebrate the past and welcome the future I can use simple relaxation techniques. I understand the role of exercise in relaxation. I have reflected on and celebrated my achievements. I have thought about the future and have plans for success. I know when I need to ask for help. I know how to ask for help. I know who is the best person to ask for help. I have extended my vocabulary to enable me to explain both the range and intensity of feelings.</p>
Core theme 3:	Living in the wider world					
Economic Wellbeing	<p>Learning about money I know the value of the coins and notes used in Britain. I am beginning to understand the cost of everyday items.</p>	<p>Keeping money safe I understand the difference between a need and a want. I can describe where money comes from.</p>	<p>Let's Go Shopping I know I can pay for things in arrange of ways. I can describe other ways of making payments and understand the reasons for them.</p>	<p>Work and Money I know why I need money in the future. I know there are a range of jobs - paid and unpaid.</p>	<p>Let's Make Money I know a range of different ways to pay for things; some may involve using 'credit' and going into debt. I can plan and manage a more complex budget over time.</p>	<p>Money in my Future I know that good qualifications can lead to a more fulfilling and better paid job.</p>

	<p>I recognise and choose the correct value of coins and notes to use.</p> <p>I can calculate change.</p> <p>I have learnt the importance of keeping simple financial records.</p> <p>I am aware of the difference between a need and a want.</p> <p>I understand that money is a finite resource and needs to be managed.</p> <p>I am able to consider choices and make informed decisions about spending my money.</p> <p>I am beginning to understand the different choices some people make about what to do with their money.</p> <p>I appreciate that my family and I may need or want different things.</p>	<p>I am beginning to understand why we need to work to earn money when we are older.</p> <p>I know I have choices about how I spend my money.</p> <p>I can explore choices and make informed decisions about spending my money.</p> <p>I am beginning to understand that we might not always be able to have things we want.</p> <p>I know that I can keep money in different places and that some places are safer than others.</p> <p>I can choose different places to keep money safe and explain why.</p> <p>I am beginning to understand the consequences of losing money (lost or stolen) and how it might make me feel.</p> <p>I know that I don't have to spend my money; I can save it for use later.</p> <p>I understand why saving up for something is an appropriate choice to make.</p> <p>I am beginning to understand how saving might make me feel.</p>	<p>I know there are different ways of keeping track of my money.</p> <p>I can plan and track my spending and saving by keeping accurate records.</p> <p>I know that the choices I make about spending and saving money can be influenced by and have an impact on other people.</p> <p>I am beginning to understand that different people have different attitudes to and feelings about spending and saving money.</p> <p>I am beginning to know that some things are better 'value for money' than others.</p> <p>I can make choices based on my own needs and resources.</p> <p>I understand that it may not be possible to have everything you want straight away.</p>	<p>I can describe different jobs that I might do to earn money when I am older.</p> <p>I understand that some jobs pay more than others.</p> <p>I know a range of different savings accounts and can explain how I might use financial institutions to make the most of my money.</p> <p>I am beginning to understand that managing money is complex and if I need help there are people who can help me.</p> <p>I know that if you don't have enough money you can borrow, but you have to pay it back.</p> <p>I understand you can pay for things without having enough money, and this has consequences.</p> <p>I know what charities are for and how they can help others.</p> <p>I understand the benefits of giving to charities.</p>	<p>I know that people who sell me things try to make a profit.</p> <p>I can recognise when people aim to influence my choices.</p> <p>I know what is meant by 'value for money'.</p> <p>I can make comparisons between prices when deciding what is 'value for money'.</p> <p>I know that there are financial risks associated with the internet and other scams.</p> <p>I can describe some ways to keep my money and identity safe when using the internet.</p> <p>I can calculate profit and loss.</p> <p>I understand why I should be a critical consumer and that my choices about spending and saving can affect others.</p>	<p>I can describe how having a job will allow me to achieve certain goals in my life.</p> <p>I know that money is deducted from my earnings to provide things we all need.</p> <p>I can describe some ways in which the government uses my money to provide for my needs and my local community.</p> <p>I am beginning to understand pensions and can describe why having a pension is important later in life.</p> <p>I know how to keep and interpret basic financial statements.</p> <p>I know the difference between a manageable and unmanageable debt.</p> <p>I can explain the difference between credit, debt, borrowing and saving.</p> <p>I know money has different values in different countries.</p> <p>I can calculate exchange rates.</p> <p>I can describe why insurance is important.</p> <p>I understand the impact of not being insured if bad things happen.</p>
Being a Responsible Citizen	<p>Taking Part and Belonging</p> <p>I know what my responsibilities are as a part of the class.</p> <p>I can identify various groups that I belong to.</p> <p>I recognise that everyone is part of the community.</p> <p>I know ways that everyone is the same and different.</p> <p>I understand how basic rules protect me and others.</p> <p>I am beginning to understand how rules are made.</p> <p>I am aware of some basic things that people can do to</p>	<p>Rights and Responsibilities</p> <p>I know that people and living things have needs.</p> <p>I understand the difference between a need and a want.</p> <p>I know about the United Nations Convention on the Rights of the Child (UNCRC).</p> <p>I am aware of some basic rights for children and young people.</p> <p>I am aware of the need to protect children's rights in other countries and societies.</p>	<p>Diversity and Society</p> <p>I know the groups that make up the community I live in.</p> <p>I know what religions and ethnic identities live throughout the UK.</p> <p>I know about a variety of institutions that support communities, locally and nationally.</p> <p>I know what can improve and harm the communities.</p> <p>I realise the consequences of antisocial behaviours such as bullying and discrimination of individuals and communities.</p>	<p>The Environment</p> <p>I know a range of factors that improve or harm the natural environment.</p> <p>I am aware of a variety of institutions that support the environment.</p> <p>I am beginning to understand that resources are allocated in different ways and that economic choices affect the sustainability of the environment.</p> <p>I am aware of a range of different environmental concerns, both locally and globally.</p>	<p>The Media</p> <p>I know what is meant by the term 'media'.</p> <p>I am aware of a range of different types of media, including social networking.</p> <p>I am able to research issues, problems and events concerning health and wellbeing.</p> <p>I am able to look at alternative views and opinions.</p> <p>I am beginning to understand how the media influences people's choices and decisions.</p>	<p>Democracy and Government</p> <p>I know why and how rules and laws that protect me and others are made and enforced.</p> <p>I understand why different rules are needed in different situations.</p> <p>I know how I can take part in making and changing rules.</p> <p>I am beginning to understand how the UK is governed.</p> <p>I know about local and national elections.</p> <p>I know how pressure groups work and their role in a democratic society.</p>

	<p>improve or harm the local community and environment. I am beginning to know what is meant by respect for self and others.</p> <p>I am beginning to know what is meant by 'bullying' and the consequences of this, for both the 'victim', 'bully' and the wider community.</p>	<p>I know that childhood looks different for many children on other parts of the world. I have a beginning awareness of my responsibilities as a member of the class, my family and the wider community.</p>	<p>I can think about the lives of people living in other places, and people with different values and customs. I can see and respect other people's points of view.</p>	<p>I am able to research, discuss and debate issues related to the environment. I am able to research and discuss my recommendations for improving the environment. I am able to look at alternatives and explain my choices.</p>	<p>I am aware that people can feel pressured by media, including social media. I know how to keep myself safe and protect my personal identity online. I am able to present information and offer recommendations concerning health and wellbeing. I am able to explore and critique how the media present information. I am able to research, discuss and debate issues concerning health and wellbeing. I am able to see and respect alternative views and opinions.</p>	<p>I am aware that there are different rules in different communities and countries. I am able to see and respect others' point s of view. I understand that there are different systems of government. I am able to research and present information on rules and systems of government.</p>
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