

# Curriculum Skills and Progression Map

## PSHE & RSE



Early Years Foundation Stage	Key Stage One
<p><b>Personal, Social and Emotional Development</b></p> <p><b>ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused 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><b>ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"><li>• Children know that families are important for children growing up because they can give love, security and stability.</li><li>• Children know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• Children know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• Children know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li></ul> <p><b>Caring Friendships:</b></p> <ul style="list-style-type: none"><li>• Children know how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• Children know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li></ul>

**Understanding the World****ELG: Past and Present**

Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society

**ELG: People, Culture and Communities**

Children at the expected level of development will: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

- Children know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Children know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- Children know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Respectful Relationships:**

- Children know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Children know practical steps they can take in a range of different contexts to improve or support respectful relationships.
- Children know the conventions of courtesy and manners.
- Children know the importance of self-respect and how this links to their own happiness.
- Children know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- Children know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

**Online Relationships:**

- Children know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Children know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

**Being Safe:**

- Children know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Children know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- Children know how to recognise and report feelings of being unsafe or feeling bad about any adult.
- Children know how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- Children know how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Children know where to get advice e.g. family, school and/or other sources.

**Mental Wellbeing:**

- Children know that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Children know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

- Children know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- Children know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- Children know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Children know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Children know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

**Internet Safety and Harms:**

- Children know that for most people the internet is an integral part of life and has many benefits.
- Children know where and how to report concerns and get support with issues online.

**Physical Health and Fitness:**

- Children know the characteristics and mental and physical benefits of an active lifestyle.
- Children know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- Children know the risks associated with an inactive lifestyle (including obesity).

**Healthy Eating:**

	<ul style="list-style-type: none"> <li>• Children know the principles of planning and preparing a range of healthy meals.</li> <li>• Children know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul> <p><b>Health and prevention:</b></p> <ul style="list-style-type: none"> <li>• Children know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• Children know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• Children know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
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	Get HeartSmart (Meet Boris)	Don't Forget to Let Love In (I am special)	Too Much Selfie Isn't Healthy (I love others)	Don't Rub It In Rub It Out (I am a good friend)	Fake Is a Mistake (I tell the truth)	No Way Through Isn't True (I can do it!)
Early Years Foundation Stage	PSED – SR, MS UTW - PCC	PSED - BR	PSED – MS, SR UTW - PCC	PSED - BR	PSED – SR, BR	PSED – SR, MS
Year 1	R&HE - CF3, MW1 CF3, CF5 MW2, MW3 CF1, CF2 PH1	R&HE - RR4, MW1 BS3, BS4 CF3 HP4, HP5	R&HE - CF2, CF3 CF1 F1, F2, F4 OR2, OR3, ISH1	R&HE - CF4, RR2 RR1, CF5, R4 MW2, MW3, MW4 MW8, RR6	R&HE - CF2 CF3, F4 CF5, BS6, BS7, BS8 HP4	R&HE - MW2 H4 MW4 R7 BS5, BS6, H15 RR1 MW6 MW3, MW9 MW1
	PSHE - H2, R2, R12 R1, H4 R9 H2 R2, R4	PSHE - R1, R4 R10 H3 L8 L7 H1, H6, H7, H11 H4	PSHE - R1, R2 L4 L1 H13 L3 H12	PSHE - H2 R2 R1 CF4 R6, R7 H3, H4 R11, R14	PSHE - R1 L8 R5 H13, H4 R4, R2 H1	PSHE - H3, PSHE - H3, PSHE - R3 PSHE - L1, L4, H9 PSHE - H2 PSHE - H5, R1 PSHE - H3, H4

Year 2	HS FILM R&HE - CF3, MW1 PSHE - H2,R2 ACTIVITY R&HE - CF3 PSHE - L1 ACTIVITY R&HE - CF2, MW4 PSHE - H2 ACTIVITY R&HE - MW3, MW4 PSHE - H2 WORKSHEET R&HE - F1, F3 PSHE - R9 ACTIVITY R&HE - HE2, HE3 PSHE - H1 WORKSHEET R&HE - CF3, MW1 PSHE - R2,R4	HS FILM R&HE - RR4, MW1, PSHE - R1, R4 WORKSHEET R&HE - RR4 PSHE - H3 ACTIVITY R&HE - RR4, RR5 PSHE - L3 ACTIVITY R&HE - N/A PSHE - L8 FILM CLIP R&HE - MW6 PSHE - H3 ACTIVITY R&HE - PH1, PH2, PH3 PSHE - H1 WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1	HS FILM R&HE -CF2, CF3 PSHE - R1, R2 ACTIVITY R&HE - CF1 PSHE - L4 ACTIVITY R&HE - CF3, RR2 PSHE - R4 ACTIVITY R&HE - RR1, RR5, BS8 PSHE - L10 ACTIVITY R&HE - RR1, RR5 PSHE - L9, R8 WORKSHEET R&HE - OR2, OR3, OR5, ISH7 PSHE - H12, H14, H15 WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2	HS FILM R&HE - CF4, RR2 PSHE - H2 FILM CLIP R&HE - CF4 PSHE - R6 ACTIVITY R&HE - MW3, MW4 PSHE - H4 WORKSHEET R&HE - MW7, MW9 PSHE - H4, H5 ACTIVITY R&HE - MW3, MW9 PSHE - H4, H13 ACTIVITY R&HE - MW8, RR6, BS7 PSHE - R13, R14 WORKSHEET R&HE - CF1, CF2, CF3, CF4 & CF5 PSHE - H2	HS FILM R&HE - CF2 PSHE - R1 ACTIVITY R&HE - N/A PSHE - L8 DISCUSSION R&HE - MW1, MW4 PSHE - R4, R12 WORKSHEET R&HE - MW2, MW3 PSHE - H4, R1 GAME R&HE - RR3 PSHE - R8 ACTIVITY R&HE - HP2 PSHE - H1 WORKSHEET R&HE - CF2 PSHE - R1	HS FILM R&HE - MW2 PSHE - H3, H4 ACTIVITY R&HE - MW2 PSHE - H3 ACTIVITY R&HE - MW2, MW4 PSHE - H4 ACTIVITY R&HE - MW2, MW3 PSHE - H3 ACTIVITY R&HE - MW1 PSHE - H1, H2 ACTIVITY R&HE - N/A PSHE - L1, L5 WORKSHEET R&HE - MW2 PSHE - H3, H4