



PSHE/RSE

EYFS

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

By the end of Primary:

Pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



Caring relationships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.



- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- providing a broad and balanced curriculum to all children
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- targets that are challenging and achievable.

GARTON ON THE WOLDS CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Intent

To build a PSHE/RSE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. PSHE and RSE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. PSHE/RSE helps to develop responsible citizens of the future. Over time it accumulates knowledge, behaviours and skills that a person can tap into to demonstrate their cultural competence.

Implementation

Clear and comprehensive scheme of work in line with the National Curriculum. The school curriculum will focus on three core learning themes:

health and wellbeing, anti-bullying, relationships, and living in the wider world. The Scheme of work also includes opportunities to link British Values, Christian Values and SMSC.

Impact

Children will demonstrate and apply the Christian and British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good. Children will achieve age related expectations across the wider curriculum. Children learn social skills and realise talents, develop character and resilience, and learn about British Values, Christian Values, Diversity and Mental Health & Wellbeing, developing a pupil's 'cultural capital'.



Year 1/2 - Cycle A – 2023/24			
Area	Topic	Skills	Vocabulary
Health and Well-being	Healthy Lifestyles	- To learn about where vegetables and fruit grow - To learn to make simple choices that improve their health and well-being e.g. healthy eating - To understand the need for protein as part of a balanced diet - To recognise which types of food are healthy - To apply their knowledge of healthy eating to plan a menu for a themed party - To make positive real-life choice - To understand the need for physical activity to keep healthy - To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health - To understand how muscles work - To make positive real-life choices - To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle	grow food balanced diet healthy choices
	Hygiene	- To learn about the importance of effective teeth cleaning and good dental hygiene - To learn how to take care of teeth, in addition to brushing - To manage basic personal hygiene - To find out which foods are good for us - To understand the importance of a healthy lifestyle, including dental hygiene - To make simple choices that improve their health and well-being e.g. healthy eating - To learn to eradicate germs and the spread of diseases by washing hands - To understand how germs spread infections and diseases - To learn about the importance of and reasons for bathing and showering - To manage basic personal hygiene - To understand the importance of maintaining personal hygiene	muscles germs spread infection hygiene
	Changing and Growing	- To identify and respect similarities and differences between boys and girls - To learn about the process of growing from young to old - To learn the names for different parts of the body - To recognise similarities and differences based on gender - To recognise and respect similarities and differences between people - To learn about the physical changes in their bodies as we grow - To understand emotional changes as they grow up - To learn about how our needs change and grow as we develop - To recognise the simple physical changes to their bodies experienced since birth - To learn to take responsibility for their own actions	gender body parts physical emotional develop emotions



Garton on the Wolds C.E. (V.C.) Primary School

Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Progression Map

Subject: PSHE/RSE

		- To recognise how their behaviour and that of others may influence people both positively and negatively - To listen to, reflect on and respect other people's views and feelings - To learn about a range of different feelings and emotions - To recognise, name and manage their feelings in a positive way	
Relationships	Communication	- To recognise and communicate feelings to others - To listen to, reflect on and respect other people's views and feelings - To recognise the importance of listening to other people - To understand the importance of being able to work cooperatively - To understand the concept of negotiation - To understand the importance of being able to play and work cooperatively - To work independently and in groups, taking on different roles and collaborating towards common goals - To take part in a simple debate about topical issues - To share opinions and explain their views - To reflect on the similarities and differences between people - To know the conventions of courtesy and manners	opinion view play work
	Bullying	- To learn about bullies and bullying behaviour - To understand the difference between impulsive and considered behaviour - To understand that name-calling is hurtful and avoidable - To recognise how their behaviour affects other people - To understand what is and what is not bullying behaviour - To recognise the difference between good and bad choices - To recognise how attitude and behaviour, including bullying, may affect others - To recognise how their behaviour and that of others may influence people both positively and negatively - To understand who can help if someone is affected by bullying - To recognise that there are people who care for and look after them - To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying - To seek help from an appropriate adult when necessary	co-operate bullying choices
Living in the Wider World	Rules and Responsibilities	- To understand the reason why we have rules - To learn about rules as expectations - To understand to agree and follow rules for their group and classroom - To understand the why we have rules / expectations - To learn about how they can contribute to the life of the class - To suggest rules that would improve things for the common good - To understand why it is important to be able to take turns - To agree and follow rules for a collaborative game - To take turns and share as appropriate - To understand the concept of 'borrowing' - To show responsibility to others - To understanding the importance of sharing	rules borrow share school community environment expectations responsibilities



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Progression Map

Subject: PSHE/RSE

		- To know that everyone has a responsibility to consider the needs of others - To understand that people and other living things have needs and that they have responsibilities to meet them - To learn about responsibility to others - To consider ways of looking after the school or community and how to care for the local environment	
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Year 3/4 - Cycle A – 2023/24			
Area	Topic	Skills	Vocabulary
Health and Well-being	Physical, Emotional and Mental Health	- To know and understand the difference between the terms physical, emotional and mental - To become more self-aware - To understand why setting goals is important	physical emotional mental
	Healthy Lifestyles	- To understand the meaning of the word 'healthy' - To know the recommended guidelines for physical activity and understand the reasons for these - To recognise the need to take responsibility for actions - To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle - Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	healthy physical sufficient
	Nutrition	- To know where different foods come from - To know about and understand the function of different food groups for a balanced diet - To identify the range of jobs carried out by the people they know - To reflect on the range of skills needed in different jobs - To learn to prepare and cook a variety of dishes - To work co-operatively, showing fairness and consideration to others	food groups diet nutrition mental
	Aspirations	- To understand that everyone has different strengths and weaknesses - To know how to set realistic targets - To self-assess, understanding how this will help their future actions - To understand how to break down the steps needed to achieve a goal - To identify and talk about their own and others' strengths and weaknesses and how to improve - To reflect on the range of skills needed in different jobs	strengths weaknesses differences
	Changing and Growing	- To understand that the rate at which we grow differs from person to person - To show awareness of changes that take place as they grow - To know and understand how to look after our teeth - To understand what happens when we lose teeth as we grow up and why this happens	physical emotional mental



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Progression Map

Subject: PSHE/RSE

Relationships	Communication	- To recognise that there are many ways to communicate - To understand the need to communicate clearly - To understand why it is important to listen to others - To talk about their views on issues that affect themselves and their class - To know how to communicate their opinions in a group - To listen to and show consideration for other people's views	communicate issues affect viewpoint empathy
	Collaboration	- To work co-operatively, showing fairness and consideration to others - To understand why it is important to work collaboratively - To take the lead, prioritise actions and work independently and collaboratively towards goals - To know how to identify ways to improve the environment - To know how to spot problems and find ways of dealing with them	fairness consideration environment
	Bullying	- To know how to recognise the difference between isolated hostile incidents and bullying - To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying - To understand what self-esteem is and why it is important - To understand the terms 'resilience' and 'persistence' and why these character traits are important - To face new challenges positively and know when to seek help - To know how to recognise bullying behaviour - To recognise right and wrong, what is fair and unfair and explain why - To understand the nature and consequences of negative behaviours such as bullying, aggressiveness	problem isolated incident bullying
Living in the Wider World	Rules and Responsibilities	- To understand why rules are needed in different situations - To recognise that rules may need to be changed - To understand why it is important to plan ahead and think of potential consequences as a result of their actions - To understand why it is important to behave responsibly - To recognise that actions have consequences	rules responsibly consequences
	Collaboration	To understand why it is important to be part of a community	community

Year 5/6 - Cycle A – 2023/24

Area	Topic	Skills	Vocabulary
Health and Well-being	Health	- To know about the basic synergy between physical, emotional and mental health - To know about, recognise and understand changes that occur during puberty - To understand the importance of making change in adopting a more healthy lifestyle - To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body	synergy puberty healthy lifestyle



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Progression Map

Subject: PSHE/RSE

		- To know how and when to seek support including which adults to speak to in school if they are worried about their health - To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough - To know the facts and science relating to allergies, immunisation and vaccination	
	Nutrition	- To know about the different food groups and their related importance as part of a balanced diet - To develop an awareness of their own dietary needs - To work independently and in groups, taking on different roles and collaborating towards common goals - To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle - To know how to cook and apply the principles of nutrition and healthy eating - To prepare and cook with a variety of ingredients, using a range of cooking techniques	dietary needs collaboration ingredients cooking techniques responsible choices
	Aspirations	- To identify and talk about their own and others' strengths and weaknesses and how to improve - To self-assess, understanding how this will help their future actions - To be able to reflect on past achievements - To recognise achievements of others as being worthwhile and important - To begin to set personal goals - To identify the skills they need to develop to make their contribution in the working world in the future - To make connections between their learning, the world of work and their future economic wellbeing	reflect assess achieve contribution economic
Relationships	Communication	- To recognise that there are many different ways to communicate - To understand the need for confidentiality in certain situations - To know and understand the importance of listening to others - To understand the role of the listener in any relationship - To recognise that there are many ways to communicate - To understand the need to both listen and speak when communicating with others	confidentiality listener
	Collaboration	- Understand that there are many situations in which collaboration is necessary - To understand the need to develop team work skills - To recognise that there are many roles within a community - To understand the need to collaborate in a group situation	community
Living in the Wider World	Rules and Responsibilities	- To understand why structure is needed in different situations - To understand the term 'anarchy' and understand the implications of living in an anarchic society - To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy - To learn about organisations such as the United Nations - To understand the importance and significance of equal rights	anarchy society democracy sovereignty dictatorship government monarchy United Nations equal rights



Year 1/2 - Cycle B – 2024/25

Area	Topic	Skills	Vocabulary
Health and Well-being	Emotions	- To learn about making positive choices and how they can lead to happiness - To recognise, name and manage their feelings in a positive way - To recognise how their behaviour affects other people - To recognise how their behaviour and that of others may influence people both positively and negatively - To learn about the importance of love - To understand and be aware of the different ways to show sadness - To understand about coping with change and loss - To understand that all actions have consequences - To learn to take responsibility for our actions - To think about themselves, learn from experiences and recognise what they are good at - To recognise choices that they can make and value their achievements - To learn how to set simple goals and targets for themselves	actions choices consequences
	Keeping Safe	- To understand the importance of sun safety - To know how to keep safe in the sun - To recognise and manage risk in everyday activities - To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe - To develop an awareness of the Green Cross Code - To demonstrate basic road safety skills - To learn about the importance of medicine safety - To recognise that some substances can help or harm the body - To learn about the difference between secrets and surprises - To understand when not to keep adults' secrets - To seek help from an appropriate adult when necessary - To learn about who to go to for help and advice - To recognise that there are people who care for and look after them - To know how to keep safe and how and where to get help - To recognise and respond to issues of safety relating to themselves and others and how to get help - To learn about the importance of using the internet - To know how to keep safe and how and where to get help - To use strategies to stay safe when using ICT and the internet - To know the importance of self-respect and how this links to their own happiness - To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	safe risk care



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Progression Map

Subject: PSHE/RSE

Relationships	Fairness	- To recognise what is fair and unfair - To learn to take part in discussions with the whole class - To learn about others - To reflect on the similarities and differences between people - To recognise and respect similarities and differences between people - To understand that family and friends should care for each other - To recognise how their behaviour affects other people - To recognise how their behaviour and that of others may influence people both positively and negatively - To understand the difference between right and wrong - To recognise right and wrong, what is fair and unfair and explain why - To learn strategies to cope with unfair teasing - To understand that there are different types of teasing and bullying - To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying - To recognise what is kind and unkind behaviour	right wrong fair and unfair cope care
	Family and Friends	- To learn how to develop positive relationships with peers - To identify different relationships that they have and why these are important - To understand the importance of making friends - To identify and respect the differences and similarities between people - To develop positive relationships through work and play - To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships - To learn about the importance of sharing as part of friendship and kindness - To recognise the difference between right and wrong and what is fair and unfair - To learn about the importance of family - To recognise that family and friends should care for each other - To recognise that there are people who care for and look after them - To identify their special people and what makes them special	relationships peers sharing family special
Living in the Wider World	Communities	- To understand that they belong to various groups and communities - To work independently and in groups, taking on different roles and collaborating towards common goals - To develop a sense of belonging in the wider community - To understand the role of the local community - To consider ways of looking after the school or community and how to care for the local environment - To suggest rules that would improve things for the common good - To develop a strong relationship with the local community - To understand the importance of shared responsibility within all communities	role local community responsibility
	Money and Finance	- To understand where money comes from - To recognise notes and coins - To understand the role of money in our society - To identify the different types of work people do and learn about different places of work	notes coins money society enterprise



		- To recognise where money comes from and the choices people make to spend money on things they want and need - To understand why it is important to keep money safe - To understand the importance of managing money carefully - To understand that we cannot always afford the items we want to buy - To understand the importance of choices and spending money wisely - To gain a basic understanding of enterprise - To contribute to enterprise activities	
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Year 3/4 - Cycle B – 2024/25			
Area	Topic	Skills	Vocabulary
Health and Well-being	Safety	- To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - To begin to make responsible choices and consider consequences - To use ICT safely including keeping electronic data secure - To use ICT safely including using software features and setting - To know how information and data is shared and used online - To know that for most people the internet is an integral part of life and has many benefits - To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing - To know why social media, some computer games and online gaming, for example, are age restricted - To know where and how to report concerns and get support with issues online	responsibility emergency community
	First-Aid	- To take responsibility for their own safety and the safety of others and be able to seek help in an emergency - To know when and how to make an emergency call - To recognise the importance of local organisations in providing for the needs of the local community - To behave safely and responsibly in different situations	
	Emotions	- To listen to and show consideration for other people's views - To empathise with another viewpoint - To listen to, reflect on and respect other people's views and feelings - To develop strategies for managing and controlling strong feelings and emotions - To understand that family units can be different and can sometimes change - To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - To learn about the importance of self-respect and how this links to their own happiness	family unit rate of change growth



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Progression Map

Subject: PSHE/RSE

Relationships	Similarities and Differences	- To understand how we are all connected by our similarities - To recognise and respect similarities and differences between people - To know and understand how the make-up of family units can differ - To empathise with another viewpoint - To understand and appreciate the range of different cultures and religions represented within school - To learn about the need for tolerance for those of different faiths and beliefs - To understand the term 'diversity' and appreciate diversity within school - To recognise and challenge stereotyping and discrimination	culture religion tolerance faith belief diversity stereotype discrimination
	Healthy Relationships	- To know and understand the features of a good friend - To understand why it is important to be positive in relationships with others - To know how to communicate their opinions in a group setting - To work co-operatively, showing fairness and consideration to others - To 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 - To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	self-esteem resilience persistence
Living in the Wider World	Discrimination	- To know and understand the terms 'discrimination' and 'stereotype' - Challenge stereotypes relating to gender and work	discrimination stereotype gender
	Economic Awareness	- To learn about and reflect on their own spending habits / choices - To understand why financial management and planning is important from a young age	spending habits/choices financial management planning

Year 5/6 - Cycle B – 2024/25

Area	Topic	Skills	Vocabulary
Health and Well-being	Emotions	- To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures - To manage changing emotions and recognise how they can impact on relationships - To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle - To understand the need for empathy when peers are experiencing conflict at home	wellbeing pressure empathy
	Safety	- To take action based on responsible choices - To identify the different kinds of risks associated with the use and misuse of a range of substances and the	substance risks



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Progression Map

Subject: PSHE/RSE

		impact that misuse of substances can have on individuals, their families and friends - To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs - To know concepts of basic first-aid, for example dealing with common injuries, including head injuries - To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	impact misuse medicines alcohol tobacco drugs responsible choice consequence impact advertising
Relationships	Similarities and Differences	- To learn about gender discrimination and its impact - To challenge stereotyping and discrimination - To learn about the importance of family in different cultures - To recognise and respect similarities and differences between people	race society gender culture
	Healthy Relationships	- To know about and understand the importance of touch in a range of contexts - To know the difference between appropriate and inappropriate touches - To know that relationships can change as a result of growing up - To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing - To 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 - To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	touch appropriate and inappropriate growing up
Living in the Wider World	Diversity	- To understand the benefits of living in a diverse community and learn to celebrate diversity - To talk with a wide range of adults	benefits diverse community
	Making Money	- To learn about budgeting and what it means to budget - To understand why financial management and planning is important from a young age - To know and understand financial terms such as loan, interest, tax and discount - To make connections between their learning, the world of work and their future economic wellbeing - To show initiative and take responsibility for activities that develop enterprise capability - To know and understand the principles of enterprise - To understand profit and loss - To know and understand the principles of charity work	loan interest tax discount economic wellbeing enterprise budget and budgeting



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Progression Map

Subject: PSHE/RSE

Progression Across Units			
Topic	KS1	LKS2	UKS2
Healthy Lifestyles/Health	- To learn about where vegetables and fruit grow - To learn to make simple choices that improve their health and well-being e.g. healthy eating - To understand the need for protein as part of a balanced diet - To recognise which types of food are healthy - To apply their knowledge of healthy eating to plan a menu for a themed party - To make positive real-life choice - To understand the need for physical activity to keep healthy - To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health - To understand how muscles work - To make positive real-life choices - To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle	- To understand the meaning of the word 'healthy' - To know the recommended guidelines for physical activity and understand the reasons for these - To recognise the need to take responsibility for actions - To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle - To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	- To know about the basic synergy between physical, emotional and mental health - To know about, recognise and understand changes that occur during puberty - To understand the importance of making change in adopting a more healthy lifestyle - To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body - To know how and when to seek support including which adults to speak to in school if they are worried about their health - To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough - To know the facts and science relating to allergies, immunisation and vaccination
Physical, Emotional and Mental Health		- To know and understand the difference between the terms physical, emotional and mental - To become more self-aware - To understand why setting goals is important	
Nutrition		- To know where different foods come from - To know about and understand the function of different food groups for a balanced diet - To identify the range of jobs carried out by the people they know - To reflect on the range of skills needed in different jobs - To learn to prepare and cook a variety of dishes - To work co-operatively, showing fairness and consideration to others	- To know about the different food groups and their related importance as part of a balanced diet - To develop an awareness of their own dietary needs - To work independently and in groups, taking on different roles and collaborating towards common goals - To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle



			- To know how to cook and apply the principles of nutrition and healthy eating - To prepare and cook with a variety of ingredients, using a range of cooking techniques
Hygiene	- To learn about the importance of effective teeth cleaning and good dental hygiene - To learn how to take care of teeth, in addition to brushing - To manage basic personal hygiene - To find out which foods are good for us - To understand the importance of a healthy lifestyle, including dental hygiene - To make simple choices that improve their health and well-being e.g. healthy eating - To learn to eradicate germs and the spread of diseases by washing hands - To understand how germs spread infections and diseases - To learn about the importance of and reasons for bathing and showering - To manage basic personal hygiene - To understand the importance of maintaining personal hygiene		
Changing and Growing	- To identify and respect similarities and differences between boys and girls - To learn about the process of growing from young to old - To learn the names for different parts of the body - To recognise similarities and differences based on gender - To recognise and respect similarities and differences between people - To learn about the physical changes in their bodies as we grow - To understand emotional changes as they grow up - To learn about how our needs change and grow as we develop - To recognise the simple physical changes to	- To understand that the rate at which we grow differs from person to person - To show awareness of changes that take place as they grow - To know and understand how to look after our teeth - To understand what happens when we lose teeth as we grow up and why this happens	See 'Healthy Lifestyles/Health'



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Respect, Aspire, Achieve

"I have come that they may have life, and have it to the full" (John 10 v.10)"

Progression Map

Subject: PSHE/RSE

	- their bodies experienced since birth - To learn to take responsibility for their own actions - To recognise how their behaviour and that of others may influence people both positively and negatively - To listen to, reflect on and respect other people's views and feelings - To learn about a range of different feelings and emotions - To recognise, name and manage their feelings in a positive way		
Emotions	- To learn about making positive choices and how they can lead to happiness - To recognise, name and manage their feelings in a positive way - To recognise how their behaviour affects other people - To recognise how their behaviour and that of others may influence people both positively and negatively - To learn about the importance of love - To understand and be aware of the different ways to show sadness - To understand about coping with change and loss - To understand that all actions have consequences - To learn to take responsibility for our actions - To think about themselves, learn from experiences and recognise what they are good at - To recognise choices that they can make and value their achievements - To learn how to set simple goals and targets for themselves	- To listen to and show consideration for other people's views - To empathise with another viewpoint - To listen to, reflect on and respect other people's views and feelings - To develop strategies for managing and controlling strong feelings and emotions - To understand that family units can be different and can sometimes change - To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - To learn about the importance of self-respect and how this links to their own happiness	- To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures - To manage changing emotions and recognise how they can impact on relationships - To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle - To understand the need for empathy when peers are experiencing conflict at home
Aspirations		- To understand that everyone has different strengths and weaknesses - To know how to set realistic targets - To self-assess, understanding how this will help their future actions	- To identify and talk about their own and others' strengths and weaknesses and how to improve - To self-assess, understanding how this will help their future actions



		• To understand how to break down the steps needed to achieve a goal • To identify and talk about their own and others' strengths and weaknesses and how to improve • To reflect on the range of skills needed in different jobs	• To be able to reflect on past achievements • To recognise achievements of others as being worthwhile and important • To begin to set personal goals • To identify the skills they need to develop to make their contribution in the working world in the future • To make connections between their learning, the world of work and their future economic wellbeing
Keeping Safe/Safety	• To understand the importance of sun safety • To know how to keep safe in the sun • To recognise and manage risk in everyday activities • To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe • To develop an awareness of the Green Cross Code • To demonstrate basic road safety skills • To learn about the importance of medicine safety • To recognise that some substances can help or harm the body • To learn about the difference between secrets and surprises • To understand when not to keep adults' secrets • To seek help from an appropriate adult when necessary • To learn about who to go to for help and advice • To recognise that there are people who care for and look after them • To know how to keep safe and how and where to get help • To recognise and respond to issues of safety relating to themselves and others and how to get help • To learn about the importance of using the internet • To know how to keep safe and how and where to get help	• To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • To begin to make responsible choices and consider consequences • To use ICT safely including keeping electronic data secure • To use ICT safely including using software features and setting • To know how information and data is shared and used online • To know that for most people the internet is an integral part of life and has many benefits • To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • To know why social media, some computer games and online gaming, for example, are age restricted • To know where and how to report concerns and get support with issues online	• To take action based on responsible choices • To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends • To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs • To know concepts of basic first-aid, for example dealing with common injuries, including head injuries • To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted



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Progression Map

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	• To use strategies to stay safe when using ICT and the internet • To know the importance of self-respect and how this links to their own happiness • To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know		
First-Aid		• To take responsibility for their own safety and the safety of others and be able to seek help in an emergency • To know when and how to make an emergency call • To recognise the importance of local organisations in providing for the needs of the local community • To behave safely and responsibly in different situations	
Communication	• To recognise and communicate feelings to others • To listen to, reflect on and respect other people's views and feelings • To recognise the importance of listening to other people • To understand the importance of being able to work cooperatively • To understand the concept of negotiation • To understand the importance of being able to play and work cooperatively • To work independently and in groups, taking on different roles and collaborating towards common goals • To take part in a simple debate about topical issues • To share opinions and explain their views • To reflect on the similarities and differences between people • To know the conventions of courtesy and manners	• To recognise that there are many ways to communicate • To understand the need to communicate clearly • To understand why it is important to listen to others • To talk about their views on issues that affect themselves and their class • To know how to communicate their opinions in a group • To listen to and show consideration for other people's views	• To recognise that there are many different ways to communicate • To understand the need for confidentiality in certain situations • To know and understand the importance of listening to others • To understand the role of the listener in any relationship • To recognise that there are many ways to communicate • To understand the need to both listen and speak when communicating with others



Collaboration		• To work co-operatively, showing fairness and consideration to others • To understand why it is important to work collaboratively • To take the lead, prioritise actions and work independently and collaboratively towards goals • To know how to identify ways to improve the environment • To know how to spot problems and find ways of dealing with them	• Understand that there are many situations in which collaboration is necessary • To understand the need to develop team work skills • To recognise that there are many roles within a community • To understand the need to collaborate in a group situation
Bullying	• To learn about bullies and bullying behaviour • To understand the difference between impulsive and considered behaviour • To understand that name-calling is hurtful and avoidable • To recognise how their behaviour affects other people • To understand what is and what is not bullying behaviour • To recognise the difference between good and bad choices • To recognise how attitude and behaviour, including bullying, may affect others • To recognise how their behaviour and that of others may influence people both positively and negatively • To understand who can help if someone is affected by bullying • To recognise that there are people who care for and look after them • To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying • To seek help from an appropriate adult when necessary	• To know how to recognise the difference between isolated hostile incidents and bullying • To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying • To understand what self-esteem is and why it is important • To understand the terms 'resilience' and 'persistence' and why these character traits are important • To face new challenges positively and know when to seek help • To know how to recognise bullying behaviour • To recognise right and wrong, what is fair and unfair and explain why • To understand the nature and consequences of negative behaviours such as bullying, aggressiveness	
Fairness	• To recognise what is fair and unfair • To learn to take part in discussions with the whole class • To learn about others • To reflect on the similarities and differences		



	between people • To recognise and respect similarities and differences between people • To understand that family and friends should care for each other • To recognise how their behaviour affects other people • To recognise how their behaviour and that of others may influence people both positively and negatively • To understand the difference between right and wrong • To recognise right and wrong, what is fair and unfair and explain why • To learn strategies to cope with unfair teasing • To understand that there are different types of teasing and bullying • To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying • To recognise what is kind and unkind behaviour		
Family and Friends/ Similarities and Differences	• To learn how to develop positive relationships with peers • To identify different relationships that they have and why these are important • To understand the importance of making friends • To identify and respect the differences and similarities between people • To develop positive relationships through work and play • To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships • To learn about the importance of sharing as part of friendship and kindness • To recognise the difference between right and wrong and what is fair and unfair • To learn about the importance of family • To recognise that family and friends should care for each other	• To understand how we are all connected by our similarities • To recognise and respect similarities and differences between people • To know and understand how the make-up of family units can differ • To empathise with another viewpoint • To understand and appreciate the range of different cultures and religions represented within school • To learn about the need for tolerance for those of different faiths and beliefs • To understand the term 'diversity' and appreciate diversity within school • To recognise and challenge stereotyping and discrimination	• To learn about gender discrimination and its impact • To challenge stereotyping and discrimination • To learn about the importance of family in different cultures To recognise and respect similarities and differences between people



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Progression Map

Subject: PSHE/RSE

	- To recognise that there are people who care for and look after them - To identify their special people and what makes them special		
Healthy Relationships		- To know and understand the features of a good friend - To understand why it is important to be positive in relationships with others - To know how to communicate their opinions in a group setting - To work co-operatively, showing fairness and consideration to others - To 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 - To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	- To know about and understand the importance of touch in a range of contexts - To know the difference between appropriate and inappropriate touches - To know that relationships can change as a result of growing up - To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing - To 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 - To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Rules and Responsibility	- To understand the reason why we have rules - To learn about rules as expectations - To understand to agree and follow rules for their group and classroom - To understand the why we have rules / expectations - To learn about how they can contribute to the life of the class - To suggest rules that would improve things for the common good - To understand why it is important to be able to	- To understand why rules are needed in different situations - To recognise that rules may need to be changed - To understand why it is important to plan ahead and think of potential consequences as a result of their actions - To understand why it is important to behave responsibly - To recognise that actions have consequences	- To understand why structure is needed in different situations - To understand the term 'anarchy' and understand the implications of living in an anarchic society - To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy - To learn about organisations such as the United Nations - To understand the importance and



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Progression Map

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	- take turns - To agree and follow rules for a collaborative game - To take turns and share as appropriate - To understand the concept of 'borrowing' - To show responsibility to others - To understanding the importance of sharing - To know that everyone has a responsibility to consider the needs of others - To understand that people and other living things have needs and that they have responsibilities to meet them - To learn about responsibility to others - To consider ways of looking after the school or community and how to care for the local environment		significance of equal rights
Communities/Collaboration	- To understand that they belong to various groups and communities - To work independently and in groups, taking on different roles and collaborating towards common goals - To develop a sense of belonging in the wider community - To understand the role of the local community - To consider ways of looking after the school or community and how to care for the local environment - To suggest rules that would improve things for the common good - To develop a strong relationship with the local community - To understand the importance of shared responsibility within all communities	To understand why it is important to be part of a community	
Money and Finance/Economic Awareness	- To understand where money comes from - To recognise notes and coins - To understand the role of money in our society - To identify the different types of work people do and learn about different places of work - To recognise where money comes from and the choices people make to spend money on things they want and need	- To learn about and reflect on their own spending habits / choices - To understand why financial management and planning is important from a young age	- To learn about budgeting and what it means to budget - To understand why financial management and planning is important from a young age - To know and understand financial terms such as loan, interest, tax and discount - To make connections between their learning, the world of work and their future economic



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Progression Map

Subject: PSHE/RSE

	• To understand why it is important to keep money safe • To understand the importance of managing money carefully • To understand that we cannot always afford the items we want to buy • To understand the importance of choices and spending money wisely • To gain a basic understanding of enterprise • To contribute to enterprise activities		wellbeing • To show initiative and take responsibility for activities that develop enterprise capability • To know and understand the principles of enterprise • To understand profit and loss • To know and understand the principles of charity work
Discriminations/Diversity		• To know and understand the terms 'discrimination' and 'stereotype' • Challenge stereotypes relating to gender and work	• To understand the benefits of living in a diverse community and learn to celebrate diversity • To talk with a wide range of adults