Meldreth Primary Progression in PSHE (Relationship and Health Education inc. RSE)

Progression & Prior Learning
PSHE (Relationship and Health Education, which are statutory at Primary level)

PSHE stands for Personal Social Health Economic education.
PSHE is an essential part of all pupils' education. All schools should teach Personal Social Health and Economic education.
PSHE education covers Relationships Education at key stages 1 and 2, and Health Education from key stage 1 to 4.
We include non-statutory content in our PSHE programme (Primarily Sex Education, but also Financial Capability and some aspects of Citizenship) alongside the statutory requirements.
In the Early Years Foundation Stage (EYFS), PSHE has strong links to personal, social and emotional development (PSED) and also Understanding of the World (UW).

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning and Belonging Children will explore how they are all uniquely special, which will include discussing their likes and dislikes and the things they are able and are learning to do, and what they would like to learn next. They will examine, and learn to value and respect, similarities and differences between themselves and their peers. **Family and Friends** Children will learn about different family groupings; what they enjoy doing together and how they care for each other. They will learn about friendship and what it means to be a good friend.	**Beginning and Belonging** Children will have the opportunity to consider what it feels like to be in a new situation and how to cope with that, and to develop strategies for helping people who arrive new to the school. They will develop their own 'Network of Support', identifying trusted adults at home and at school whom they can ask for help and support.	**Family and Friends** Children will consider the importance of telling the truth in order to build their friendships on firm foundations. They will address strategies for coping with difficult situations in friendships. They will also focus on family relationships, identifying who is in their own family and what is special about them, and what they and other family members do to care for each other **Managing Change** Children will learn to recognise that change is a normal part of life. They will begin by thinking about their changing achievements, skills and responsibilities as they grow older. They will talk about some of the uncomfortable emotions they might feel at these times of change, considering what they might do to help themselves cope with the feelings they experience and how other people, including those in their Network of Support, might be able to help too	**Beginning and Belonging** Children will experience activities designed to build positive relationships in the class. They will explore what it feels like to be in new situations, how to cope if they are new, and how to welcome others who are new to their class and school. They will identify their own support networks, including people in different contexts in their lives. **Managing Change** Children will learn about the range of changes that they and other children will experience in their lives. This will include wanted and unwanted change, those changes that are chosen for them, and changes that they choose for themselves. They will explore the emotions that may be involved when we experience loss and/or change, including what might help or hinder when coping with those emotions.		**Beginning and Belonging** Children will explore the range of new situations they or others may find themselves in, and the emotions they or others may experience. They will develop strategies for coping when they are new. They will also revisit and develop their own Networks of Support, and consider how they can provide help and support to others. **Family and Friends** Children will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships and relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others.	**Family and Friends** Children will consider their networks of people who are special to them, and how they are changing and developing in online and offline contexts as they get older and prepare to move on to secondary school. They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will explore how communication, empathy and compromise can be employed to sustain healthy relationships and reduce conflict. **Managing Change** Children will consider situations involving change and loss in a range of contexts, including moving home, changing schools, bereavement and family change. They will learn to understand that change is an inevitable part of everyone's lives, and that changes can have positive and negative aspects to them.. They will develop strategies that might help them to manage change

						in the future, including during transition to secondary school.
My emotions Children will explore what may cause emotions in themselves and other people and how this can be different for different people. They will begin to develop an understanding of how our feelings affect the way we behave. They will examine the feelings associated with different types of loss and change.	**Anti -Bullying** Children will explore reasons why bullying happens, developing their understanding of prejudice driven bullying and begin to explore the negative role that stereotyping plays in prejudice driven bullying. They will consider the feelings of children who are bullied, those that witness bullying and those who bully others. **My emotions** Children will identify a basic range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others. They will explore how those emotions affect how we think, feel and behave, including impulsive and considered behaviours.	**Anti -Bullying** Children will examine the long term impact that bullying often has on people's mental wellbeing. They will explore how the behaviour and response of bystanders can improve or worsen a situation. They will consider strategies for keeping themselves safe from bullying and for befriending and supporting children who have been bullied	**Anti -Bullying** They will explore reasons why bullying happens, developing their understanding of prejudice driven bullying and begin to explore the negative role that stereotyping plays in prejudice driven bullying. Children will develop strategies to ensure that the school is a safe place where positive relationships are fostered.	**Anti -Bullying** Children will develop their understanding of the key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including cyberbullying. They will further explore how the behaviour and response of bystanders can improve or worsen a situation. **My emotions** Children will identify an increasing range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others. They will explore how those emotions affect how we think, feel and behave, including how their bodies might respond to strong emotions, and the impact their resulting behaviour may have on those around them.	**Anti -Bullying** Children will explore reasons why bullying happens, developing their understanding of prejudice driven bullying and begin to explore the negative role that stereotyping plays in prejudice driven bullying.	**Anti -Bullying** Children will examine the long term impact that bullying often has on people's mental wellbeing. They will explore how the behaviour and response of bystanders can improve or worsen a situation. Children will consider where bullying may occur in their school and in the local community and to develop strategies to ensure that the school is a safe place where positive relationships are fostered **My emotions** Children will identify an increasing range of feelings, including moods and mixed emotions, developing their language to describe them and learning how they might recognise them in themselves and others. They will consider how they might react to strong or overwhelming emotions, in themselves and others, and ways to manage these. They will build on their understanding of 'mental wellbeing' as being as important as physical wellbeing Building on previous work, they will consider their own identity and what is meant by 'self-respect'..
. **Diversity and Communities** Children will explore why they are special and what makes their own individual identity. They will begin to understand how they mix with others and belong to different groups e.g. their family, class, school, clubs; neighbourhood. They will examine similarities and differences between	**Rights, Rules and Responsibilities** Children will have the opportunity to identify their own responsibilities in familiar settings, both in and out of school. They will also discuss the areas of their lives for which adults are responsible and consider how this might change as they grow up. **Diversity and Communities** Children will learn about different groups	**Rights, Rules and Responsibilities** Children will reflect on existing classroom or school rules and talk about why they have been made and what they mean in practice. They will begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom.		**Rights, Rules and Responsibilities** Children will begin to identify the difference between their wants and needs. They will be introduced to the idea of rights and why these are important, focussing especially on the UN Convention on the Rights of the Child. They will learn that rights come with responsibilities and that these responsibilities affect their actions at home and at school	**Diversity and Communities** Children will consider the ethnic make-up of both the local and national community and the benefits of living in a diverse society. They will develop their understanding of the negative effects of stereotyping and prejudice, and of the possible effects of racism, sexism, heterosexism and homophobia.	**Rights, Rules and Responsibilities** Children will begin to develop a broader understanding of why rules and laws are needed in society, some of the reasons why people sometimes break these laws, and what can influence decision making. They will explore the role of parliament and MPs, as well as local councils and councillors. Children will have

themselves and other children in the class, and will have opportunities to explore diversity in terms of gender, ethnicity, language, religion, culture, different family groupings, special educational needs and disability.	and cultures within their class community and about the importance of identifying and challenging stereotypes. They will explore the makeup of their community, the needs of different people within it and the people who help within their roles in the community			**Diversity and Communities** Children will explore what makes up their identity and begin to understand aspects of other people's identities. They will learn about different communities that exist in the UK and consider some of the different views, lifestyles and beliefs people have. Children will learn about stereotyping and the importance of challenging it..		the opportunity to debate moral and social issues, including those which are currently relevant to the local community.
Healthy Lifestyles Children will learn about the healthy choices available to them, and the importance of these choices, and then to equip them with the skills to make their own decisions (when possible) to keep themselves healthy and follow a healthy lifestyle. Children will explore, through a variety of activities, how, in order to keep healthy, they will need a balanced diet, rest, sleep and regular exercise.	**Healthy Lifestyles** Children will learn about the Eatwell guide and develop their understanding of why it is important to eat a range of foods, including at least five portions of fruit and vegetables each day. Staff	**Financial Capability** Children will learn what money is, where it might come from and that it is a finite resource, which we can use in a variety of ways. They will explore the difference between needs and wants and the choices spending money might involve. They will consider how the choices we make might affect ourselves and others. .	**Healthy Lifestyles** Children will learn about the physical and mental benefits of regular exercise and will consider the relationship between physical activity and nutrition. They will develop an awareness of factors which influence people's food choices and think about the benefits to our health of different kinds of food. They will be encouraged to think about the wider meaning of a healthy lifestyle, including sleep, dental hygiene, leisure activities and emotional health and wellbeing. **Financial Capability** Children will explore the different ways we can use this finite resource, including saving it. They will increase their understanding of the difference between needs and wants, the choices we and our families make and how these might be affected by our values, beliefs and culture. They will consider what 'value for money' might mean and how to make choices based on the information we have about items for sale.			**Healthy Lifestyles** Children will learn about the different substances food contains, including nutrients and their benefits, and will consider ways of achieving an energy balance which helps them to stay healthy and be active. They will learn about the signs of physical illness and how they might respond. They will also consider the benefits and risks to their physical and mental health when spending time online, and how to manage these, as well as learning about why age restrictions are in place, and how they can make safer choices. **Financial Capability** Children will find out about earning money and how this can help support the wider community. They will explore the different ways we use this resource, including planned spending, saving, risk taking and debt and who can help when we need it. They will deepen their understanding of the difference between essentials and desires and how they may change according to individual circumstances, values, beliefs and culture. They will explore how our choices can impact locally and in the wider world through issues such as supply and demand and a simple look at world trade. They will consider what poverty is, in the UK and the wider world

						and the complicated feelings we may have about money.
Working Together Children will develop their understanding of what it means to belong to a community by exploring the roles of people who work in the school and who help to look after them. They will also learn about people who work in the local neighbourhood and what role they play in contributing to community life, including helping and supporting others. The children will develop their sense of responsibility for caring for their environments including their homes, school and local neighbourhoods. **Conflict Resolution** Children will explore reasons why friends and peers may sometimes fall out. They will consider the different ways that conflict makes us feel and behave. They will explore different ways of responding to conflict and whether or not they bring about a positive outcome for all parties.	**Working Together** Through discussion and practice, children will develop their communication and group work skills, such as listening, turn taking, negotiation and cooperation. Children will identify and value their own strengths, gifts and talents and to understand how these, along with others' skills and strengths can contribute to the success of a group.		**Working Together** Children will be introduced to the idea that they will continue to learn throughout their lives. They will choose a skill individually and as a class which they would like to work on and decide how they would like to develop that skill and if there are people they may need to involve. They will learn to reflect on the process of learning a new skill and think about areas for improvement.	**Conflict Resolution** Children will explore reasons why friends and peers may fall out and how disagreements can lead to conflict. They will learn about feelings and behaviour associated with conflict, including how our feelings influence the way we behave and our behaviour affects the way others feel during a conflict. They will learn how there are always two sides to a conflict which reflect different points of view about the same situation and that people respond to conflict in different ways which might either improve or worsen a situation	**Working Together** Children will begin to think about how the skills they are developing now might be used in later life, for example in the workplace. They will consider their hopes for the future and think about what steps they can take now to begin to build towards these. They will learn to reflect on the process of learning a new skill and think about what might help or hinder them when facing challenges Through discussion and practice, children will develop their communication skills, such as listening, debating, explaining their views and acknowledging the views of others	**Conflict Resolution** Children will learn basic conflict resolution skills such as negotiating, compromising and 'giving and taking', including how these strategies can help to resolve a conflict so that both people are happy with the outcome and a 'Win, Win' solution can be found. They will explore and learn to use a simple conflict resolution process called 'My Turn, Your Turn' to enable them to communicate their side of the problem and listen to and empathise with the feelings and points of view of the other person.
	E-safety - Me and My Online Identity Children will develop their thinking about how they want themselves to be seen online as well as reminding them of the need to keep private information safe. They will learn how to evaluate what they see online, and learn some strategies for keeping safe and knowing what to do if they access material, which is inappropriate, or makes them feel uncomfortable.	**E-safety - Me and My Online Identity** Children will continue to explore what being safe online means. They will review their understanding of information as being precious or special because it applies just to them, and learn that private information is as valuable online as it is off-line, and should therefore not be shared. They will learn how to publish their profile online and be able to evaluate the safety of their profile.	**E-safety - Me and My Online Identity** Children will continue to explore what being safe online means, including understanding the need to review their online presence constantly. They will begin by exploring what feeling safe is like and how they can keep themselves as safe as possible when faced with risky situations. They will have the opportunity to map their own use of all forms of technology and to recognise the risks involved.	**E-safety - Me and My Online Identity** Children will learn strategies for staying safe and protecting themselves online, including knowing how to access help when they see or hear something which makes them feel uncomfortable. They will learn the SMART rules for keeping safe online, and use these to consider possible solutions to situations involving e-safety, including considering how these rules apply to their own online presence.	**E-safety - Me and My Online Identity** Children will learn about the need to be careful about how they present themselves online, as well as being clear about what information should not be shared online. They will discuss some of the risks involved when working online, including ways in which others may gain access to private information, and will learn some strategies to minimise these risks. They will be encouraged to review and improve all their online profiles, whether they access these at school or at home.	**E-safety - Me and My Online Identity** Children will be taught about how to distinguish private information (which in most situations should not be shared online) from personal information (which can be shared). They will also learn about the elements of a safe password, and how to ensure others are not able to find out or guess it. They will be reminded about what they can do if they see or hear anything online which makes them feel uncomfortable. They will be encouraged to review and improve all their

						online profiles, whether they access these at school or at home.
Being safe The children will learn to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. This unit looks at personal hygiene and supports children in developing appropriate levels of responsibility **Keeping Safe** Children will explore what feeling safe means. They will have the opportunity to make a Network of Support where they will identify the people who can help them, including people in different contexts in their lives. They will develop skills to enable them to ask for help and support.	**Being Safe** Children will continue to build on their understanding of the importance of people they can turn to regularly for help, support and reassurance.	**Being Safe** Children will learn how to recognise their Early Warning Signs, which help them to know if they are feeling safe or unsafe. The children will be encouraged to consider the qualities they would look for in a 'network' person and decide who are the trusted adults that they could talk with about anything, big or small, good or bad. They will have opportunities to practice seeking help or advice from others, including when and how to dial 999. **Keeping Safe (including Drug Education)**Children will learn positive uses of medicines and important roles that carers and health professionals have in helping us to use medicines safely. Children will learn about risky situations, so that they are better able to keep themselves, and possibly others, safe.	**Being Safe** Children will be encouraged to consider the qualities they would look for in a 'network' person and decide who are their trusted adults that they could talk with about anything, good or bad, big or small. They the opportunity to consider the sort of physical contact they feel comfortable with, and how to report unwanted or unsafe touch. Children are reminded that if they are feeling worried about anything, they can talk with a trusted adult from their Network of Support. **Keeping Safe** Children will consider their reactions to both positive and negative risky situations and how to manage these. They will explore the role of friends as encouragers, persuaders and influencers in risky situations. They will learn more about the benefits and risks of using the roads and visiting water.	**Keeping Safe (including Drug Education)**Children will broaden their knowledge of different Legal drug types and how they enter the bloodstream. They will develop their understanding of medicine use and the roles of health professionals and others who handle these drugs at work. They will further develop their awareness and understanding of safety rules relating to medicines and extend these to consider ways of keeping safe with a broader range of items, including syringes. They will reflect upon realistic sources of support from trusted adults and consider how to tell and ask for help	**Being safe** Children will learn how to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. will also consider how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. **Keeping Safe** Children will consider the breadth of risky situations they encounter on a daily basis and how their skills and behaviour can minimise some of those risks. They will be encouraged to think about the necessity of taking risks, the benefits of risky activities and the social and emotional risks that affect their decisions. They will consider ways of getting help when getting attention is difficult	**Keeping Safe (including Drug Education)**Children will revisit and develop their understanding of medicines, alcohol and nicotine and their effects on the brain and body. It also explores pupils' awareness of solvents, illegal drugs, people who choose to use drugs and laws relating to drug sale and possession. Children will consider a wide range of drug-related situations which might pose different degrees of risk for them. They will consider ways to avoid and reduce harm in those situations.
Relationships and Sex Education Children will learn to recognise and name external parts of the body using scientific names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between bodies, including those between girls and boys. They will learn that their body belongs to them, the difference between safe and unsafe touch and the names of intimate body parts	**Relationships and Sex Education** Children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and develop an understanding of how important it is to look after their body.	**Relationships and Sex Education** Children will consolidate their understanding of how babies develop into children and then into adults and will consider their own physical development. They will be able to explain that a baby human or animal grows inside its mother. They will think about their responsibilities and how these have changed since they were a baby.	**Relationships and Sex Education** Children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out.	**Relationships and Sex Education** Children will consider the human life cycle in more detail. They will learn that an egg and sperm join together to form a baby. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children.	**Relationships and Sex Education** Children will learn about the changes that happen to people's bodies at various stages in their lives, especially at puberty, including learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty.	**Relationships and Sex Education** Children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively. They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception.

Greater Depth:

- How children perceive their role in their lives, their communities and their abilities to make a difference.
- More developed knowledge, beliefs and values towards their roles and responsibilities to the wider world.