



Steyping CE Primary School

RSHE/PSHE Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
THEMES	The objectives shown below may be covered at other times during the academic year, if the class teachers feel that they are best covered within a specific year group topic or subject. This will be changed at the teacher's discretion and communicated to the RSHE subject lead via the RAGged progression document.						
Key Question		What helps us to stay healthy?	How do we recognise our feelings?	How are our feelings impacted by our actions?	How are our feelings impacted by our experiences?	How are our feelings impacted by others?	How can we develop strategies to deal with challenges?
Mental Health and Well-being AUTUMN TERM	<p><u>PSED</u> See ourselves as valuable individuals.</p> <p>Talk about our feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> <p>Express our feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Identify and moderate our own feelings socially and emotionally.</p>	<p>Understand and name different feelings that we experience.</p> <p>Understand how we can feel happy or sad depending on what we are doing.</p> <p>Begin to understand how to express how we are feeling.</p> <p>Recognise that what we do can affect how our family and friends feel.</p> <p>Say what we are good at and what we need to practise.</p> <p>Recognise that doing things we like and spending time with our friends and families makes us feel good.</p>	<p>Understand that how we feel can affect our bodies and how we behave.</p> <p>Understand how our feelings change when we are in different situations (including preparing to move to a new class).</p> <p>Recognise ways of sharing feelings, using a range of words to describe feelings.</p> <p>Recognise things that make us feel good and happier (playing outside, time with family)</p> <p>Recognise that our feelings and actions can affect how other people feel.</p>	<p>Understand that mental health is part of daily life and, like physical health, needs to be taken care of.</p> <p>Understand how to express our emotions and develop strategies to deal with them.</p> <p>Recognise that feelings can influence our friendships.</p> <p>Use a wide range of vocabulary when talking about our own feelings and the feelings of others.</p> <p>Recognise how rest, hobbies, spending time with friends and family are important to our mental health.</p>	<p>Understand that our mental health, like physical health, is a part of daily life and can change over time.</p> <p>Identify and recognise that we experience a range of different emotions and develop our vocabulary of feelings.</p> <p>Understand the meaning of the term 'self-respect' and how it links to our own happiness.</p> <p>Recognise that our actions can affect the emotions of other people.</p> <p>Consider how changes that can take place in our lives</p>	<p>Understand that the ups and downs of mental well-being are a part of daily life and our feelings can range in intensity.</p> <p>Identify and name different emotions we may experience in different situations.</p> <p>Recognise ourselves as special and unique and appreciate our strengths, abilities, and personal characteristics.</p> <p>Understand how our emotions affect our interactions with other people.</p> <p>Develop resilience strategies in the face of changes and challenges.</p>	<p>Recognise warning signs about mental health and well-being and how to seek support for themselves and others.</p> <p>Recognise how we might feel in given situations and use a range of vocabulary to describe those feelings.</p> <p>Give examples of how our actions can affect the emotions of other people and our interactions with them.</p> <p>Develop strategies to control our emotions that lead us into risky situations and deal with changes and challenges (e.g. new school).</p>

	<p>Consider the perspectives of others.</p> <p>Manage our needs.</p>	<p>Recognise who can help us if we feel sad or scared.</p> <p>Understand that sometimes we make good choices and sometimes we make bad ones.</p>	<p>Recognise how special and unique we are.</p> <p>Improve our self-confidence by recognising our skills and achievements.</p> <p>Know who we can talk to about our feelings.</p>	<p>Build our self-esteem and confidence by looking at our strengths, abilities, and personal characteristics.</p> <p>Reflect on personal areas that need development.</p> <p>Understand the meaning of the term 'self-respect' and how it links to our own happiness.</p> <p>Know who we can talk to if we are worried about our mental health or others' mental wellbeing.</p>	<p>and those of others impact on mental health (includes grief, bereavement, and death).</p> <p>Develop a range of strategies to support our mental wellbeing, including recognising the benefits of hobbies, rest and time spent with friends and family.</p>	<p>Consider how some experiences may cause conflicting feelings.</p> <p>Develop a range of strategies to respond to feelings and how to manage and respond to feelings appropriately and proportionately.</p> <p>Recognise where to seek help for someone with mental ill health.</p>	<p>Understand that isolation and loneliness can affect children.</p>
		<p><u>Anti-bullying</u></p> <p>Understand that bodies and feelings can be hurt by words and actions online and offline.</p> <p>Recognise what do when people say hurtful things.</p>	<p><u>Anti-bullying</u></p> <p>Recognise what is meant by 'bullying' and how we can get help.</p> <p>Recognise how people may feel if they experience hurtful behaviour or bullying.</p> <p>Explain why anyone who experiences bullying is not to blame.</p>	<p><u>Anti-bullying</u></p> <p>Give examples of bullying behaviour both online and offline.</p> <p>Describe appropriate ways to behave towards others online.</p> <p>Understand the importance of telling a trusted adult to get support for online and offline bullying.</p>	<p><u>Anti-bullying</u></p> <p>Recognise different forms of bullying (including cyber-bullying).</p> <p>Recognise when someone is upset, hurt or angry due to online or offline behaviours.</p> <p>Explain why people need to think carefully about how their online and offline actions affect</p>	<p><u>Anti-bullying</u></p> <p>Recognise different forms of bullying and describe the differences between offline and online bullying.</p> <p>Describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.</p>	<p><u>Anti-bullying</u></p> <p>Develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including trolling, harassment or the deliberate excluding of others)</p> <p>Describe how to capture online bullying content as evidence to share with others who can help me.</p>

			Recognise that bullying can happen online.		others and other people's perception of them. Explain how anyone can get help if they are being bullied online or offline.	Identify a range of ways to report concerns and access support in school and at home.	
		<u>Vocabulary</u> feelings, choice, sad, angry, happy, worried, confused, surprised, excited, special, hurt, bullying, online, offline	<u>Vocabulary</u> feelings, emotions, sad, angry, happy, worried, confused, surprised, excited, bullying, skills, achievements, special, unique, blame, online, offline	<u>Vocabulary</u> mental health, emotions, bullying, synonyms for feelings, teasing, excluding, self-esteem, strategies, self-respect, strength, target, online, offline	<u>Vocabulary</u> emotions, negative, positive, strategies, choice, goal, strength, target, self-respect, self-esteem, cyber-bullying, online, offline, consequences, grief, bereavement	<u>Vocabulary</u> synonyms for emotions, intensity, self-respect, proportionate, personal characteristics, cyber-bullying, goal, strength, target, online, offline	<u>Vocabulary</u> synonyms for emotions, resolution, interactions, impact, loneliness, isolation, strategies, self-respect, trolling, harassment, exclusion, online, offline
Key Question		What helps us to stay healthy?	What impact does a hygienic routine have on our bodies?	Why should we eat well?	Why should we look after our teeth?	How can positive and negative habits impact on our health?	How can we keep healthy as we grow?
Physical Health and Fitness: Health Protection AUTUMN TERM	<u>Physical Development</u> Know and talk about the different factors that support our overall health and well-being. <ul style="list-style-type: none"> Regular physical activity Healthy eating Toothbrushing Having a good sleep routine 	<u>Physical Health and Fitness</u> (linked to PE curriculum) Participate in a range of physical activities. Recognise what keeping our bodies healthy means.	<u>Physical Health and Fitness</u> (linked to PE curriculum) Participate in a range of physical activities. Recognise the benefits of an active lifestyle. Know what they can take responsibility for and know when they need help.	<u>Physical Health and Fitness</u> (linked to PE curriculum) Participate in a range of physical activities. Recognise the impact of regular physical exercise on our mental and physical health. Know who to ask for support if we are worried about our health.	<u>Physical Health and Fitness</u> (linked to PE curriculum) Participate in a range of physical activities. Make choices that support a healthy lifestyle and recognise what might influence these. Know when to seek support if we are worried about our health.	<u>Physical Health and Fitness</u> (linked to PE curriculum) Participate in a range of physical activities. Make informed choices to support a healthy lifestyle.	<u>Physical Health and Fitness</u> (linked to PE curriculum) Participate in a range of physical activities. Recognise factors that impact on a healthy lifestyle.

		<p><u>Health and Prevention</u></p> <p>Understand the importance of handwashing.</p> <p>Recognise healthy and unhealthy foods.</p> <p>Understand why sleep is important and ways we can relax.</p>	<p><u>Health and Prevention</u> (linked to Year 2 Science curriculum)</p> <p>Understand simple hygiene routines that can stop germs from spreading.</p> <p>Explain why it is important to keep clean and describe and carry out basic hygiene routines (including dental care).</p> <p><u>Healthy Eating</u> (linked to Year 2 Science curriculum)</p> <p>Understand what is needed in a healthy and balanced diet.</p> <p>Plan a balanced, nutritious and healthy meal.</p>	<p><u>Healthy Eating</u> (linked to Year 3 Science curriculum)</p> <p>Understand what constitutes a healthy diet (including nutritional content)</p> <p>Plan and prepare a nutritious and healthy meal.</p> <p>Recognise the impact of a poor diet on health.</p>	<p><u>Health and Prevention</u> (linked to Year 4 Science curriculum)</p> <p>Recognise the benefits of dental health and good dental hygiene, including regular check-ups at the dentist.</p>	<p><u>Health and Prevention</u></p> <p>Recognise that habits can have a positive or negative impact on health (late nights, too much time watching TV)</p> <p>Recognise changes in our health and seek support if we are worried about our health.</p> <p><u>Drugs, Alcohol and Tobacco</u></p> <p>Begin to recognise the risks associated with illegal, harmful substances, such as smoking, drugs and alcohol.</p>	<p><u>Healthy Eating</u></p> <p>Understand what constitutes a healthy diet (including understanding calories and nutritional content)</p> <p>Recognise the impact of a poor diet on physical health and the risks associated with unhealthy eating.</p> <p><u>Health and Prevention</u></p> <p>Recognise early signs of physical illness, such as weight loss or unexplained changes in the body.</p> <p>Debate the facts and science relating to vaccinations.</p>
		<p><u>Vocabulary</u></p> <p>physical, activity, healthy, unhealthy, relax, sleep</p>	<p><u>Vocabulary</u></p> <p>healthy, hygiene, sleep, exercise, like, dislike, choice, goal, strength, target, nutrition, diet, teeth, dental, germs</p>	<p><u>Vocabulary</u></p> <p>physical exercise, choice, nutrition, diet (see scientific vocabulary)</p>	<p><u>Vocabulary</u></p> <p>lifestyle, influence, exercise, dental, hygiene, dentist (also see scientific vocabulary in science curriculum)</p>	<p><u>Vocabulary</u></p> <p>inactive, exercise, positive, negative, body image, habit, influence, substance, drugs, alcohol, tobacco, harmful, illegal</p>	<p><u>Vocabulary</u></p> <p>obesity, inactivity, calories, nutrition, weight loss, vaccinations</p>

Key Question		How can we look after our world?	What makes our community special? What can we do with money?	What are the similarities and differences within our community?	What decisions can people make with money?	How can we uphold our society's values?	How do our choices make a difference to us and others?
<p>Living in the Wider World</p> <p>SPRING TERM</p>	<p><u>PSED</u></p> <p>Develop our sense of responsibility and membership of a community.</p> <p><u>Understanding of the World</u></p> <p>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><u>Environment</u> (linked to Geography/Science curriculums)</p> <p>Begin to understand that we have more responsibilities to meet the needs of living things.</p> <p>Begin to understand what harms our local, natural, and built environments, make suggestions to improve them.</p>	<p><u>Diversity</u> (linked to British Values)</p> <p>Describe different groups within our school and wider community (friendships, faiths, clubs, cultures)</p> <p>Identify how we can make everyone feel included in our school community.</p> <p>Understand how to be respectful towards those who we consider are different to us.</p> <p><u>Money Matters</u> (can be linked to Maths curriculum)</p> <p>Know where money comes from, how to use it sensibly, and how to keep it safe.</p> <p>Know that people make different choices about how to spend and save their money.</p>	<p><u>Diversity</u> (linked to British Values)</p> <p>Appreciate the difference and diversity of people living in the UK. Consider similarities and differences between people in our community.</p> <p>Understand the importance of respecting others, even if they are different from us.</p> <p>Recognise what is meant by the term 'stereotyping' and challenge some stereotypes (gender, disability).</p>	<p><u>Money Matters</u> (can be linked to Maths curriculum)</p> <p>Understand the role of money and the ways to manage money (budgeting/saving)</p> <p>Recognise that people make spending decisions based on priorities, needs and wants.</p> <p>Understand how to keep track of money and realise the importance of saving.</p> <p>Recognise what makes something 'value for money' and what this means to them.</p> <p>Recognise the risks associated with money (gambling, loans, theft)</p>	<p><u>Rules and Laws</u> (linked to British Values)</p> <p>Know about the ways in which laws and rules keep people safe.</p> <p>Recognise that with rights comes responsibilities and duties.</p> <p>Recognise that everyone has human rights and children have their own set of rights (UN Declaration on the Rights of the Child)</p> <p>Explore the meanings of the terms 'democracy', 'dictatorship', 'individual liberty', 'rule of law'.</p> <p>*Recognise that some practices (Female Genital Mutilation (FGM) are against British law (illegal) and contradict human rights.</p>	<p><u>Diversity</u> (linked to British Values)</p> <p>Recognise how we are different to others' (physically, in personality, backgrounds, preferences and choices) and how it is important to respect those differences.</p> <p>Identify when stereotyping occurs (race, LGBTQ+)</p> <p>Explore media – music, television, magazines etc – portrayal of stereotypical images.</p> <p>Practise challenging stereotypical views in a safe environment.</p> <p><u>Rules and Laws</u> (linked to British Values)</p> <p>Realise the consequence of anti-social and aggressive behaviour.</p>

		<p><u>Vocabulary</u></p> <p>Local, natural, environment, responsibility</p>	<p><u>Vocabulary</u></p> <p>community, groups, culture, respect, choice, money, saving, earnings, borrow, save, needs, wants</p>	<p><u>Vocabulary</u></p> <p>diversity, stereotyping, community, responsibility, rights, similar, difference, respect, gender, disability</p>	<p><u>Vocabulary</u></p> <p>risk, saving, budgeting, decisions, priorities, spending</p>	<p><u>Vocabulary</u></p> <p>community, responsibility, rights, duty, law, diversity, similar, difference, disability, culture, liberty, democracy, dictatorship, elections, ethnicity, stereotyping, religion, FGM, ethical</p>	<p>*not statutory and will be included based on the cohort and teacher discretion.</p> <p>Understand what democracy is and about the basic institutions that support it locally and nationally.</p> <p>Recognise the role of voluntary, community and pressure groups.</p>
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Key Question		How can we keep ourselves safe online and offline? Who helps keep us safe?	How can we keep ourselves safe online and offline? What can help to keep us safe?	How can we keep ourselves safe online and offline? What choices can we make to stay safe?	How can we keep ourselves safe online and offline? How can our behaviours keep us safe?	How can we keep ourselves safe online and offline? What positive decisions can we make to stay safe?	How can we keep ourselves safe online and offline? What skills do we need to keep ourselves safe?
Being Safe SPRING TERM	Physical Development Know and talk about the different factors that support our overall health and well-being. • Being a safe pedestrian	NSPCC Speak Out, Stay Safe Programme Understand some of the forms of abuse. Understand that abuse is never our fault, and we have the right to be safe. Name a 'trusted adult' that they could speak to. Understand that each person's body belongs to them and what is 'safe' physical contact. Recognise safe and unsafe 'strangers' and how to keep ourselves safe from 'unsafe strangers'.	NSPCC Speak Out, Stay Safe Programme Understand some forms of abuse and recognise some of the signs of abuse. Understand that abuse is never our fault, and we have the right to be safe. Understand that each person's body belongs to them and what is 'safe' physical contact. Recognise what actions and behaviours with an adult are considered 'right' and appropriate. Know how to respond safely to adults we may encounter whom we don't know. Understand the difference between a good secret and a bad secret.	NSPCC Speak Out, Stay Safe Programme Understand abuse in all its forms and recognise the signs of abuse. Understand that abuse is never our fault, and we have the right to be safe. Understand that each person's body belongs to them and what is 'safe' physical contact. Know how to respond safely to adults we may encounter whom we don't know. Know that some secrets should be shared. Know who to report feelings of being unsafe or feeling bad about an adult.	NSPCC Speak Out, Stay Safe Programme Understand abuse in all its forms and recognise the signs of abuse. Understand that abuse is never our fault, and we have the right to be safe. Recognise what is considered 'right' actions and behaviours with an adult. Know how to respond safely to adults we may encounter whom we don't know. Know that some secrets should be shared. Know who to report feelings of being unsafe or feeling bad about an adult.	NSPCC Speak Out, Stay Safe Programme Understand abuse in all its forms and recognise the signs of abuse. Understand that abuse is never our fault, and we have the right to be safe. Know how to get help, and the sources of help available to us. Know how to respond safely to adults we may encounter whom we don't know.	NSPCC Speak Out, Stay Safe Programme Understand abuse in all its forms and recognise the signs of abuse. Understand that abuse is never our fault, and we have the right to be safe. Know how to get help, and the sources of help available to us. Know how to respond safely to adults we may encounter whom we don't know.

		<p>Know that some secrets should be shared.</p> <p>Know who to report feelings of being unsafe or feeling bad about an adult.</p> <p><u>Everyday safety</u></p> <p>Know about the people whose job it is to keep us safe.</p> <p>Recognise how to keep safe at home (electrical appliances, household products)</p> <p>Know what to do if we are lost.</p>	<p>Know that some secrets should be shared.</p> <p>Know who to report feelings of being unsafe or feeling bad about an adult.</p> <p><u>Everyday safety</u></p> <p>Recognise the risk in simple everyday situations and what action to take to minimise the risks (crossing the road, getting lost, firework safety).</p>	<p><u>Everyday safety</u></p> <p>Predict, assess and manage risks in familiar environments. (beach, around the local town, shopping centres).</p> <p>Recognise that choices require decisions.</p> <p>Demonstrate effective decision-making skills.</p> <p>Demonstrate basic techniques to resist pressure.</p>	<p><u>Everyday safety</u></p> <p>Understand how to practise positive assertion in different situations both online and offline.</p> <p>Recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including our peer group.</p>	<p><u>Everyday safety</u></p> <p>Recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people we know.</p> <p>Demonstrate basic techniques to resist pressure.</p> <p>Recognise that choices require decisions.</p> <p>Demonstrate effective decision-making skills.</p>	<p><u>Everyday safety</u></p> <p>Identify what influences our decisions, including the pitfalls of peer-pressure.</p> <p>Practise voicing our concerns and our choices in the face of different pressures.</p> <p>Identify some sources of outside support beyond our immediate network and identify possible risks in seeking this support and how to manage these.</p> <p>Understand how self-confidence, communication skills and assertiveness can help to keep us safe.</p>
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		<u>Vocabulary</u> safe, physical, rules, special, people, strangers, community, similar, different, family, right, wrong, trust, help, talk. I like... I don't like... touch, body	<u>Vocabulary</u> safe, physical, rules, special, strangers, family, right, wrong, trust, help, talk, I like... I don't like, space, secret, touch, body, feelings, personal, secrets	<u>Vocabulary</u> safe, physical, rules, right, wrong, trust, help, talk, I like... I don't like... wash, safe, healthy, space, touch, body, feelings, personal, secrets, good, bad, body language, assertive.	<u>Vocabulary</u> trust, safe, boundaries, touch, body, feelings, personal, secrets, good, bad, assertive, persuader, pressure, body language, aggressive, passive	<u>Vocabulary</u> safe, physical, rules, special, right, wrong, trust, support, space, touch, body, feelings, media, pressure, risk, decisions, personal responsibility	<u>Vocabulary</u> safe, physical, assertiveness, advantage, disadvantage, media, pressure, risk, decisions, personal responsibility, influence
Digital Literacy	<u>Physical Development</u> Know and talk about the different factors that support our overall health and well-being. <ul style="list-style-type: none"> Sensible amounts of screen time 	The RSHE statutory objectives for Digital Literacy are covered within the other RSHE themes and the Computing Curriculum and have been taken from the UKIS framework 'Education for a Connected World'. Please see separate document, which outlines which objectives are covered in which year group.					
Key Question		Who is special to us?	What makes a good friend?	What are the qualities of a family?	How can we treat each other with respect?	How are some relationships similar or different?	How do relationships change as we grow?
	<u>PSED</u> Become more outgoing with unfamiliar people, in the safe context of our setting. Show more confidence in new social situations.	<u>Relationships</u> (linked to school values) Describe our own families and what makes our families special.	<u>Relationships</u> (linked to school values) Understand and demonstrate the characteristics needed to maintain friendships (love, respect)	<u>Relationships</u> (linked to school values) Recognise that there are different members of our families (parents, siblings, carers,	<u>Relationships</u> (linked to school values) Recognise the features of a health friendship (mutual respect, trust, shared interests).	<u>Relationships</u> (linked to school values) Recognise that there are different types of relationship (friendship, family, romantic, online)	<u>Relationships</u> (linked to school values) Recognise that people may be attracted to someone emotionally, romantically and/or sexually.

<p>Family, Friends and Relationships</p> <p>SUMMER TERM</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind us of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p><u>Understanding of the World</u></p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Identify our special people and be able to describe what makes them special.</p> <p>Describe who a friend is and what a friend does.</p> <p>Understand how friendships are important in making us feel happy and secure.</p> <p>Demonstrate how to make friendships.</p> <p>Understand the importance of respecting others, even if they are different from us.</p>	<p>Know that friendships should make us feel happy and welcoming to others and not make others feel lonely and excluded.</p> <p>Understand what causes arguments between friends.</p> <p>Develop strategies to positively resolve arguments between friends.</p> <p>Understand the importance of manners and what 'good manners' looks like.</p>	<p>grandparents, uncles etc)</p> <p>Identify the role these different people in our families have in caring for us.</p> <p>Understand the characteristics of a healthy family relationship (respect, truthfulness, trustworthiness, loyalty, kindness, stability, love, support during difficult times).</p> <p>Demonstrate the skills needed to make and maintain family relationships.</p> <p>Know that family relationships should make us feel happy and identify if/when something in a family might make someone upset.</p> <p>Develop strategies to take steps to improve family relationships that are not going so well.</p>	<p>Recognise what we have in common with others (shared likes, dislikes).</p> <p>Recognise the importance of respecting differences and similarities between people.</p> <p>Recognise that some people make 'choices' about who they are friends with based on these similarities and differences.</p> <p>Listen and respond respectfully to a wide range of people to understand the different types of lifestyles, beliefs and traditions.</p> <p>Understand the role we play as a 'bystander' and 'upstander' in social situations.</p> <p>Recognise a relationship that is not respectful and know where to seek support if it makes us feel uncomfortable or worried.</p>	<p>Recognise that others' families, either in school or in the wider world sometimes looks different to ours but we should respect those differences, including same sex, blended, single parents, foster carers.</p> <p>Recognise that everyone's relationships should be respected.</p> <p>*Recognise that relationships have ups and downs and can be worked through and resorting to violence is never right.</p> <p>* Domestic violence is not specific in this objective but can be included if deemed appropriate for cohort.</p>	<p>Consider the meaning of the word love and the variety of different meanings that it has.</p> <p>Recognise that marriage and civil partnership represents a formal and legally recognised commitment between two people.</p> <p>Consider the ways in which couples show their love and commitment to one another.</p> <p>Recognise that forced marriage is against British law (illegal) and contradicts human rights.</p>
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	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<u>Vocabulary</u> family, special roles, care, friends, trust, kind, happy, respect, kindness, generosity, trust, special, unique, individual, different, similar	<u>Vocabulary</u> family, special roles, care, friends, trust, kind, happy, respect, truthfulness, kindness, generosity, trust, responsibilities, manners, resolve, argument	<u>Vocabulary</u> relationships, special roles, care, stability, family, trust, kind, happy, respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, self-respect, excluded, lonely	<u>Vocabulary</u> relationships, special roles, care, friends, trust, self-respect, respect, love, bystander, upstander	<u>Vocabulary</u> relationships, special roles, care, friends, trust, self-respect, respect, gay, lesbian, heterosexual, homosexual	<u>Vocabulary</u> trust, self-respect, relationships marriage, civil partnership, forced marriage, gay, lesbian, heterosexual, homosexual, romantic
Key Question		How are girls and boys different?	How do we change and grow?		What is personal hygiene and how can it be maintained?	How will we change and grow? (statutory)	How are babies conceived? (non-statutory)
<p>How our bodies change and sexual health</p> <p>SUMMER TERM</p>		(linked to Science Curriculum) Identify the similarities between girls and boys. Recognised and name parts of the body and what they do, using scientific vocabulary.	(linked to Science Curriculum) Recognise how I have changed since being a baby. Know that adults have babies that develop into children and then into adults. Recognise how people grow and change from young to old and how their needs change.	There are no objectives for Year 3 for this theme. If time, please spend time revisiting previous year's learning.	Explain the importance of personal hygiene and how to maintain it. Recognise that bacteria and viruses can affect health and how basic hygiene routines can limit the spread of infection.	Name the main male and female internal and external sexual reproductive parts, using the correct terminology. Recognise that puberty occurs at different times for different people and be able to explain why. Identify and describe the main physical and emotional changes that takes place at puberty for boys and girls. Identify and understand how hygiene needs change during puberty.	Recognise the link between changes at puberty, sexual intercourse, and the start of a baby. Explore girl's perceptions of boys and boy's perceptions of girls. Explain how conception occurs in humans. Understand that many people use contraception to control when they have children and how many they have. Learn about the stages of

		<u>Vocabulary</u> (see science curriculum) boys, girls, penis, vagina	<u>Vocabulary</u> (see science curriculum)		<u>Vocabulary</u> body, bacteria, virus, infection, hygiene, routine, hormones	<u>Vocabulary</u> communication, boys, girls, penis, vagina, clitoris, puberty, menstruation (periods), wet dream, involuntary erection, sperm, ovary, egg, uterus (womb), growing, changes, personal, clean, feelings, emotions	Understand the key facts of the menstrual cycle and how to maintain menstrual well-being. <u>Vocabulary</u> development of a baby in the uterus. Discuss some of the responsibilities of parenthood. <u>Vocabulary</u> sexual intercourse, conception, sperm, egg, uterus, pregnancy, baby, contraception, parenthood, responsibility
Key Question	What is First Aid?	What is First Aid? Who can help in an emergency?	What is First Aid? What can I do in an emergency?	What is First Aid? How can I keep myself and others safe in an emergency?	What is First Aid? How do I seek medical help in an emergency?	What is First Aid? How can I assist in an emergency?	What is First Aid? What is my role in an emergency?
First Aid SUMMER TERM	Know what to do if someone has an accident	Know what to do if someone has an accident. Know who can help in an emergency. Know how to dial 999 and what to say.	Know what to do if someone has an accident. Know how to get help in an emergency. Know how to dial 999 and what to say Know how to keep safe in the sun and protect our skin from sun damage.	Understand it's most important to ensure the safety of myself and others in the event of an emergency. Assist in an emergency by correctly calling for help. Identify a minor or major head injury.	Understand it's most important to ensure the safety of myself and others in the event of an emergency. Know the information I need to give to emergency services if they are called to an incident.	Understand it's most important to ensure the safety of myself and others in the event of an emergency. Know the information I need to give to emergency services if they are called to an incident. Identify a minor or major head injury.	Understand it's most important to ensure the safety of myself and others in the event of an emergency. Know the information I need to give to emergency services if they are called to an incident.

				<p>Give first aid to a casualty who has a head injury.</p> <p>Identify when a casualty is having an allergic reaction to a bite or sting.</p> <p>Provide first aid treatment for a casualty who has been bitten or stung.</p> <p>Seek medical help if required for someone with a bite or sting.</p>	<p>Identify a casualty who is having an asthma attack.</p> <p>Assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma.</p> <p>Seek medical help, if required, for someone who is having an asthma attack.</p> <p>Identify a casualty who may have a broken bone.</p> <p>Assess a casualty's condition calmly and give first aid to someone who may have a broken bone.</p> <p>Seek medical help, if required, for someone who may have a broken bone.</p> <p>Know the steps that can be taken to ensure safe exposure to the sun.</p>	<p>Give first aid to a casualty who has a head injury.</p> <p>Assess a casualty's condition calmly and give first aid to a casualty who is bleeding.</p> <p>Give first aid to a casualty who is in shock.</p> <p>Seek medical help if required for a casualty who is bleeding.</p>	<p>Identify a casualty who is choking.</p> <p>Assess and give first aid to a casualty who is choking.</p> <p>Seek medical help if required for a casualty who is choking.</p> <p>Identify a casualty who has a burn.</p> <p>Assess a casualty's condition calmly and give first aid to someone who has a burn.</p> <p>Seek medical help, if required, for someone who has a burn.</p> <p>Understand the risks associated with over-exposure to the sun, including skin cancer.</p>
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<p>RSHE/PSHE SKILLS</p>		<p>Ask questions and be able to talk about my views, thoughts and feelings on issues that affect me and my class.</p> <p>Face new challenges positively and know when to seek help.</p> <p>Reflect on my mistakes and make amends.</p> <p>Begin to make responsible choices and consider consequences.</p> <p>Value contributions of others in discussion.</p> <p>Begin to develop negotiating strategies.</p> <p>Participate in making and changing rules.</p> <p>Contribute to decision making in a small group.</p> <p>Use different ways to communicate and express personal and group views about an issue.</p>	<p>Take and share responsibility for my own behaviour.</p> <p>Recognise what I like and dislike, what is fair and unfair and what is right and wrong.</p> <p>Share my opinions on things that matter to me.</p> <p>Reflect on and evaluate my own experiences.</p> <p>Respond with increasing confidence to new people and situations.</p> <p>Develop empathy for others.</p> <p>Know how to apologise and make amends.</p> <p>Contribute to the life of the class and school.</p> <p>Listen and respond in group discussions.</p> <p>Participate in a simple debate.</p> <p>Identify different choices I can make.</p> <p>Take responsibility for my actions and not blaming others.</p> <p>Work together as a class or group on a project.</p>	<p>Ask questions and be able to talk about my views, thoughts and feelings on issues that affect me and my class.</p> <p>Face new challenges positively and know when to seek help.</p> <p>Explain my views on issues that are important to me.</p> <p>Reflect on my mistakes and make amends.</p> <p>Begin to make responsible choices and consider consequences.</p> <p>Recognise the need to ask for support sometimes and whom to ask and how.</p> <p>Value contributions of others in discussion.</p> <p>Begin to develop negotiating strategies.</p> <p>Participate in making and changing rules.</p> <p>Develop skills to take part in small discussions.</p> <p>Use different ways to communicate and express personal and group views about an issue that is important to our community.</p>
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