



**Sacred Heart Catholic Primary School and Nursery**



**Progression Map**

**PSHE/RSHE**

**Core Theme 1: Health & Wellbeing**

**Pupils should be taught:**

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

**Health and Wellbeing Progression**

| <b>EYFS</b>  | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>   |
|--|---|---|---|--|---|---|
| <p>Children can recognise ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.</p> <p>They recognise that people grow from young to old.</p> <p>Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these.</p> <p>They can talk about change and loss and</p> | <p>Children can explain ways of keeping clean and they can name the parts of the body.</p> <p>They can explain how people grow from young to old.</p> <p>Children can explain about people who look after them, who to go to if they are worried and ways these people look after them.</p> <p>Children can talk about growing and changing and new opportunities and responsibilities that increasing independence brings.</p> | <p>Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing</p> | <p>Children can make choices about how to develop healthy lifestyles.</p> <p>Children know school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).</p> <p>They can identify some factors that affect emotional health and well-being (for</p> | <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p> <p>They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs.</p> <p>They can list the commonly available</p> | <p>They can identify some factors that affect emotional health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations.</p> <p>Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones).</p> | <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>Pupils can explain how their body will change as they approach and move into puberty.</p> <p>They can talk about human reproduction</p> |

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| the associated feelings (moving house, losing toys). | They can think about themselves, learn from their experiences, recognising and celebrating their strengths and set simple but challenging goals. | <p>how and where to cross the road safely).</p> <p>Children recognise they share a responsibility for keeping themselves and others safe.</p> <p>They can explain ways diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</p> | <p>example exercise or dealing with emotions).</p> <p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p> | <p>substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'.</p> <p>They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p> | <p>They can talk about the importance of protecting personal information (passwords/images).</p> <p>They can recognise their increasing independence brings increased responsibility to keep themselves and others safe. They understand that bacteria and viruses can affect health and that following simple routines can reduce the spread.</p> <p>They recognise when and how to ask for help (incl. outside organisations).</p> | <p>including conception (and that this can be prevented).</p> <p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce).</p> <p>They recognise that they may experience conflicting emotions when they might need to listen to their emotions to overcome them.</p> <p>They can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.</p> <p>They demonstrate respect for differences between people.</p> |
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**Emotional Health and Wellbeing Progression**

| <b>EYFS</b>   | <b>Year 1</b>  | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>   |
|---|--|---|---|--|---|---|
| Children can recognise some basic feelings (for example through interpreting facial expressions). | Children can identify and name some feelings (for example through interpreting facial expressions). They | Children can demonstrate that they can manage some feelings in a positive and effective | Children can demonstrate that they recognise their own worth and that of others. They can | They can express their views confidently and listen to and show respect for the views of others. They start to | They can identify some factors that affect emotional health and well-being. They are able to see others point | They can with confidence identify factors that affect emotional health and well-being. They |

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|  | recognise likes and dislikes and what is fair and unfair. | way. Begin to understand that some feelings are difficult to control. | identify positive things about themselves. | develop strategies for resolving difficult situations. | of view. They can recognise positive things about themselves. | recognise and challenge stereotypes. They recognise positive things about themselves and their achievements. |
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### Healthy Lifestyles Progression

| <u>EYFS</u>   | <u>Year 1</u>  | <u>Year 2</u>  | <u>Year 3</u>  | <u>Year 4</u>  | <u>Year 5</u>  | <u>Year 6</u>  |
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| Children recognise ways of keeping clean such as brushing our teeth and getting washed. | Children can explain ways of keeping clean. They understand that their body requires certain things to keep healthy. | Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. | Children can make choices about how to develop healthy lifestyles. They understand the need for good hygiene, activity and relaxation. | Children have a wider understanding of their personal responsibility for being healthy and are beginning to understand the variety of choices available. | Children understand that they have responsibility for their own health. They understand that there are many influences and dilemmas that affect a healthy lifestyle. | Children can make informed choices about how to develop healthy lifestyles. They develop strategies for discriminating between the various influences. |

### Drug, Alcohol and Tobacco Awareness Progression

| <u>EYFS</u>  | <u>Year 1</u>   | <u>Year 2</u>   | <u>Year 3</u>   | <u>Year 4</u>   | <u>Year 5</u>   | <u>Year 6</u>   |
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| Children understand that we only take medicine when a parent or doctor gives it to us. | Children know why we take medicines. They begin to understand safety rules about medicines. They begin to understand relevant safety rules about medicines. | Children can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situations. They understand that not all drugs are medicines, and some can be harmful. | Children can list some of the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. | Children understand how the body reacts to alcohol and tobacco. They start to understand some of the problems and risks associated with drug use. They begin to understand the law in relation to drug use (including alcohol and tobacco.) | Children can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. | Children identify drugs as being medicinal, prescription, recreational, legal and illegal. They understand the law in relation to drug use. They understand that drugs can be grouped as pain killers, stimulants, sedatives or hallucinogens. They understand the effects on the human body of tobacco, alcohol and other drugs. |

### Relationships and Sex Education Progression

| <u>EYFS</u>   | <u>Year 1</u>   | <u>Year 2</u>   | <u>Year 3</u>  | <u>Year 4</u>   | <u>Year 5</u>  | <u>Year 6</u>  |
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| Children recognise they have rights over their body. They know how to make friends with | Children can name the main parts of the body. They can explain that people grow from young to old. They realise that babies | Children begin to share their views and opinions (for example talking about fairness). They can recognise the effect of their | Children can express their views confidently and listen to and show respect for the views of others. | Children know what a friend is and does and how to cope with some friendship problems. They can identify and accept different types | Children can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with | Children can discuss most of the bodily and emotional changes at puberty and can demonstrate ways of dealing with these in a |

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| someone different to them. | need a lot of care. They begin to understand that they have rights over their bodies. They make friends, talk to them and share feelings. | behaviour on other people and can cooperate with others (for example by sharing, listening to what others say and taking turns). | Children can explain how their actions have consequences for themselves and others. | of relationship (for example marriage or friendships) and can show ways to maintain good relationships (for example listening, supporting, caring). | these in a positive way. They understand and accept the diversity of family arrangements. | positive way. They can use the correct terminology to identify personal body parts. They understand the need for trust and love in established relationships. |
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**Core Theme 1: Health & Wellbeing Vocabulary Progression**

| <b>EYFS</b>  | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
|--|---|---|---|--|---|--|
| Growing<br>Special<br>Safe, Care, Family,<br>Mum, Dad,           | Feelings<br>Same and different,<br>unique, friend, respect,<br>God,   | Healthy choices<br>Manage feelings<br>Safety<br>Privacy<br>Fair and unfair                            | Health<br>Wellbeing<br>Balanced diet<br>Emergency<br>Discrimination   | Diversity<br>Physical contact<br>Disputes and conflict,<br>Puberty, Physical,<br>Grow,   | Considerate<br>Constructive feedback,<br>Internal, reproductive<br>organs, uterus,<br>fallopian tubes,  | Risk, danger and<br>hazard<br>Enterprise<br>Confidentiality<br>Stereotypes   |
| Medicine<br>Rules<br>Danger                                      | Substance, harmful,<br>rules,<br>Dangerous, feelings  | Medicine, healthy,<br>pharmacy, doctor,<br>safety, asthma,<br>instructions.                           | Drug, tobacco,<br>smoking, second hand<br>smoke, smoke free,<br>medicine, harmful,<br>asthma, instructions  | Caffeine, alcohol,<br>tobacco, nicotine,<br>alcohol, risk, habit,<br>addiction, age<br>restrictions.<br>Drugs, Legal, Illegal<br>Prescribed, Harmful<br>Substances, Heart<br>Lungs, Brain, Stomach<br>Peer pressure, Medicine<br>Behaviour, Drug use | Cigarette, e-cigarette,<br>shisha, cannabis,<br>health, money,<br>alcohol, tobacco,<br>nicotine, media,<br>influence, pressure,<br>choice, age restrictions,<br>Substance, Medicine<br>Legal, Illegal, Drugs<br>Ask Frank, Effects, Risks<br>Prescribed, Solvents,<br>Alcohol Tobacco, Role<br>models | Tobacco, nicotine<br>products,<br>alcohol, solvents,<br>medicines,<br>legal and illegal drugs,<br>risks, advice, support,<br>age restrictions. |
| Real, fake, danger,<br>good touch, bad<br>touch, pants, privates | Real, imaginary,<br>danger, secret, trust,<br>good touch, bad<br>touch,<br>unsafe worried, private,<br>community, help,<br>safety | Emergency, safe,<br>responsible.<br>Rules, unsafe, hazards,<br>road<br>safety, fire safety,<br>danger | Bullying, unacceptable,<br>falling out, racism,<br>cyber bullying,<br>bystander, help,<br>support, bully, cyber,<br>Physical, Unkind,<br>Mental health, Feelings<br>Emotions, Unhappy,<br>Differences<br>Power, Bystander,<br>Empathy,<br>Acceptance, Courage,<br>Feelings<br>Witness | Age classification,<br>computer game,<br>pressure, Choices,<br>Habits, Gaming, Road,<br>rail, water safety<br>Buildings, Safety,<br>Danger<br>Hazards, Fireworks,<br>Emergency<br>First aid, Help, Police,<br>Fire brigade<br>Ambulance              | Influence, trustworthy,<br>domestic<br>violence, abuse,<br>violence,<br>problems, Peer<br>pressure, Put down<br>Pressure, Peer<br>mediator, Risk, Predict,<br>Potential<br>Hazard, High/ medium/<br>low risk, Assessing,<br>Responsibility<br>Online safety,<br>Relationships<br>Risk, Danger         | Peer pressure,<br>consequence,<br>antisocial, law, peer<br>pressure,<br>independent, gangs,<br>youths, behaviour,<br>protected.                |

## Core Theme 2: Relationships

### Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

### Relationships Progression

| EYFS  | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6  |
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| <p>Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).</p> <p>Children recognise what is fair/unfair, kind/unkind, right/wrong.</p> <p>They recognise the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise.</p> | <p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and</p> | <p>Children can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (for example talking about fairness).</p> <p>They can set themselves simple goals.</p> <p>They share their opinions on things that matter to them with one other person/class.</p> <p>They can offer constructive</p> | <p>Children can demonstrate that they recognise their own worth and that of others.</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>Children can respond appropriately to a wider range of feelings in others.</p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature</p> | <p>Children can express their views confidently and listen to and show respect for the views of others.</p> <p>They know what a friend is and does and how to cope with friendship problems.</p> <p>They understand the concept of 'keeping something confidential or secret', when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'.</p> | <p>They can identify ways to face new challenges.</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance</p> | <p>Children can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to look after and</p> |

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| <p>Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell). They understand that people's bodies and feelings can be hurt.</p> | <p>working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p> | <p>support/feedback to others.</p> <p>Children communicate their feelings to others, to recognise how others show feelings and how to respond.</p> | <p>and consequences of bullying, and can express ways of responding to it.</p> <p>Children can judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help</p> <p>They understand the concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/when it is right to 'break a confidence' or 'share a secret'.</p> |  | <p>towards people different from themselves.</p> <p>Children will identify differences between male and female.</p> <p>They can identify how people change and grow and what makes us special.</p> <p>They can explore and discuss different types of relationships.</p> | <p>save money.</p> <p>Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways.</p> <p>They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc.).</p> <p>Children will be able to identify the emotional and physical changes that take place during puberty.</p> <p>They will be able to identify positive relationships and how babies are made.</p> <p>Children will be able to explain how a baby develops in the womb during pregnancy and how they are born.</p> <p>They will be able to understand and explain the physical and emotional changes that take place as girls and boys go through puberty.</p> |
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|  |  |  |  |  |  | They will be able to discuss images and pressures on young adults. |
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### Keeping Safe Progression

| <u>EYFS</u>                          | <u>Year 1</u>  | <u>Year 2</u>  | <u>Year 3</u>  | <u>Year 4</u>   | <u>Year 5</u>  | <u>Year 6</u>  |
|--------------------------------------|--|--|--|---|--|--|
| Children can recognise who helps us. | Children can explain different ways that family and friends should care for one another. They begin to understand about some personal dangers (on the road, with water, with fire) | Children begin to understand the safety concerns relevant to them in school and at home. They begin to have an awareness of which adults they can trust and who can help them. | Children have an awareness of which adults they can trust and who can help them. They understand the safety concerns relevant to them in school and at home. | Children understand that ourselves and our belongings need to be kept safe from crime. They know the role played by the police in protecting us from crime. | Children gain further understanding of the safety concerns relevant to them in school and at home. They identify possible dangers and risks on the internet. | Children recognise potential dangers such as those on the road, in water, with fire and develop strategies for harm reduction in these situations. They understand where help can be obtained if it is needed. |

### Relationships and Sex Education Progression

| <u>EYFS</u>  | <u>Year 1</u>   | <u>Year 2</u>  | <u>Year 3</u>  | <u>Year 4</u>   | <u>Year 5</u>  | <u>Year 6</u>  |
|--|---|--|--|---|--|--|
| Children recognise they have rights over their body. They know how to make friends with someone different to them. | Children can name the main parts of the body. They can explain that people grow from young to old. They realise that babies need a lot of care. They begin to understand that they have rights over their bodies. They can make friends, talk to them and share feelings. | Children begin to share their views and opinions (for example talking about fairness). They can recognise the effect of their behaviour on other people and can cooperate with others (for example by sharing, listening to what others say and taking turns). | Children can express their views confidently and listen to and show respect for the views of others. Children can explain how their actions have consequences for themselves and others. | Children know what a friend is and does and how to cope with some friendship problems. They can identify and accept different types of relationship (for example marriage or friendships) and can show ways to maintain good relationships (for example listening, supporting, caring). | Children can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way. They understand and accept the diversity of family arrangements. | Children can discuss most of the bodily and emotional changes at puberty and can demonstrate ways of dealing with these in a positive way. They can use the correct terminology to identify personal body parts. They understand the need for trust and love in established relationships. |

### Core Theme 2: Relationships Vocabulary

| <u>EYFS</u>   | <u>Year 1</u>  | <u>Year 2</u>  | <u>Year 3</u>  | <u>Year 4</u>  | <u>Year 5</u>  | <u>Year 6</u>  |
|---|--|--|--|--|--|--|
| Growing<br>Special<br>Safe, Care, Family,<br>Mum, Dad,<br>Grandparent<br>Grandma(or similar),<br>Grandad (or similar),<br>Brother, Sister, Happy, | Feelings<br>Same and different,<br>unique, friend, respect,<br>God, important,<br>different, special, love,<br>care, commitment,<br>secure, signs, healthy,<br>safe, boundaries, | Healthy choices<br>Manage feelings<br>Safety<br>Privacy<br>Fair and unfair<br>Right and wrong<br>Respond | Health<br>Wellbeing<br>Balanced diet<br>Emergency<br>Discrimination<br>Relationships<br>Collaboration Family,<br>Friend, Friendship, | Diversity<br>Physical contact<br>Disputes and conflict,<br>Puberty, Physical,<br>Grow, Mature, Child,<br>Teenager, Adult,<br>Genitals, | Considerate<br>Constructive feedback,<br>Internal, reproductive<br>organs, uterus, fallopian<br>tubes, ovary/ovaries,<br>vulva, vagina,<br>menstruation,<br>menstrual cycle, | Risk, danger and<br>hazard<br>Enterprise<br>Confidentiality<br>Stereotypes<br>Pressures<br>Personal boundaries |

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| <p>Friend, God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, describe, wonder,</p> | <p>kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbow, penis, vagina, bottom, anus, legs, knees, ankles, feet, toes.</p> | <p>Similarities and differences<br/>Bullying Change, Cycle, Baby, Child, Adult, Grow Different, Similar, Vagina, Vulva, Penis, Testicles, anus, Bottom, God, community, belonging, family, father/mother, carer/guardian, feelings, emotions, local, global, impact, responsibility, harm, improve, God-given, diverse, feelings, recognise, emotions, friendships, relationships, secrets, stereotypes, respect, equal.</p> | <p>group, neighbour, care, Falling Out, Disagreement. Conflict, Argument, Problem, Solve, Solution, God, forgiveness, health, safe, exercise, relationships, community, alone, lonely, personal space, God- given, belonging, diverse, guardian, carer, mother, father, feelings, emotions, friends, loyalty, kindness, trust, selfless, generous, reasons, difficulties, positive, respectful.</p> | <p>Adam's apple, hygiene, clean, cleanliness, sweat, body odour, spots, periods, sanitary, tampon, God, gifts, talents, difference, development, change, male and female body parts, conflict, appreciate, celebrate, achievement, grooming, strategies. Anxious, Lifecycle, Change, Emotions Relationships, Support Advice,</p> | <p>period, blood, sanitary pads, tampons, Adam's apple, penis, testicles, scrotum, sperm, semen, emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support, God, sensitivity, puberty, presence, celebrate, external, change, develop, ovulation,</p> | <p>Puberty, God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée, sperm duct, erection, ejaculation, pubic hair, bladder, prostate gland, penis, testicle, ovary, uterus, vagina, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationship production, hormones,</p> |
| <p>Real, fake, danger, good touch, bad touch, pants, privates</p>  | <p>Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety</p>  | <p>Emergency, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger</p>  | <p>Bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, bully, cyber, Physical, Unkind, Mental health, Feelings Emotions, Unhappy, Differences Power, Bystander, Empathy, Acceptance, Courage, Feelings Witness</p>   | <p>Age classification, computer game, pressure, Choices, Habits, Gaming, Road, rail, water safety Buildings, Safety, Danger Hazards, Fireworks, Emergency First aid, Help , Police, Fire brigade Ambulance</p>   | <p>Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, Put down Pressure, Peer mediator, Risk, Predict, Potential Hazard, High/ medium/ low risk, Assessing, Responsibility Online safety, Relationships Risk, Danger</p>                               | <p>Peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected.</p>   |
| <p>Happy, Sad</p>  | <p>Feelings, words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different</p>  | <p>Care, excluded, friend, difficult, problems, resolve</p>  | <p>Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions, Feelings, Care, Conflict, Qualities impact mental health, Celebrate, Goals, Positive,</p>   | <p>Jealousy Problem-solve, Emotions, Loss Assumption Influence, Appearance Opinion Attitude Judgement Secret, Deliberate Bystander ,Witness Cyber bullying Troll, Unique</p>   | <p>Conflict, change, emotion, loss, grief, bereavement, Shock, Disbelief Numb, Denial Anger, Guilt Sadness, Pain Despair, Hopelessness Relief Acceptance Depression</p>  | <p>Mental health, mood, feelings, mind, strategies, support stigma discrimination, Ashamed, Self-harm Grief, Guilt Hopelessness, Anger Acceptance Bereavement Coping strategies Assertive</p>  |



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|  |  |  |  | Characteristics<br>Physical features<br>Influence,<br>Disappointment<br>Fears, Cope<br>Self-belief, Motivation<br>Commitment<br>Enterprise<br>Cooperation<br>Evaluate<br>Roles Leader<br>Follower Assertive<br>Agree / disagree | Memories<br>Compromise<br>Empathy<br>Attraction<br>Pressure<br>Symbol | Communication<br>Technology<br>Cyberbullying, Global<br>Issue<br>Suffering Concern<br>Hardship<br>Sponsorship<br>Suffering<br>Compliment<br>Contribution<br>Recognition<br>Emotional health<br>Mental illness<br>Symptoms<br>Stress<br>Triggers<br>Strategies<br>Managing stress |
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### Core Theme 3: Living in the Wider World

#### Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

#### Living in the Wider World Progression

| EYFS  | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|---|---|--|--|---|---|---|
| <p>Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and</p> | <p>Children can explain different ways that family and friends should care for one another.</p> <p>Children understand they belong to various groups and communities (family, and</p> | <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other</p> | <p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can</p> | <p>Children can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can identify different types of relationship (for</p> | <p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Children can demonstrate the role money plays in their/other's lives (how</p> | <p>Children can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> |

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| <p>understand how these help them.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed.</p> | <p>school, faith).</p> <p>They can recognise what improves and harms their local, natural and built environments and some of the ways people look after them.</p> | <p>people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p> <p>Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving). They understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices).</p> <p>Children understand there are a wide range of jobs and challenge gender stereotypes about careers</p> | <p>express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p> <p>Children understand what being part of a community means, and about local and national intuitions that support communities.</p> <p>They recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK).</p> <p>Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> | <p>example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting caring).</p> <p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>They can resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices.</p> <p>They can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Children can realise the consequences of anti-social behaviour and aggressive behaviours (bullying discrimination on individuals/communities).</p> | <p>to manage and be a critical consumer).</p> <p>They develop an understanding of the concepts of interest, loan, debt and tax (VAT).</p> <p>They understand resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Children will appreciate the need for personal safety issues when using the Internet.</p> <p>They will be aware of internet dangers and what children can do to keep themselves and others safe.</p> | <p>Children understand possible routes to different careers and be able to set goals towards these aspirations.</p> <p>They understand 'enterprise' and skills that make someone enterprising.</p> <p>Children can explore and critique how the media present information.</p> |
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**Being a Risk Taker Progression**

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| <b>EYFS</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
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| Children begin to recognise trying new things. | Children understand that sometimes we have to try things. | Children can set themselves simple goals. They can consider when it is appropriate to take a risk and when to say no and seek help. | Children can, with support, identify ways to face new challenges. With support they can identify and explain how to manage the risks in different familiar situations. They begin to understand why rules make situations less risky. | Children understand why rules make situations less risky. They recognise risk in different situations and make judgements about behaviour and decisions about safety. They anticipate consequences and use avoidance strategies. | Children keep themselves safer in risky situations. They recognise that some actions have greater consequences than others. They anticipate consequences and calculate risk. | Children can identify positive ways to manage risks and face new challenges (for example the transition to secondary school). They make judgements about new situations or new activities and respond accordingly. |
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### Taking Part Progression

| <b>EYFS</b>  | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>   |
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| Children begin to recognise how they can belong to groups. | Children understand that they belong to different groups and can identify them. | Children begin to understand the need for rules in their classroom and why rules help. They begin to understand what it means to make a contribution to the life of the class and the school. | Children can show how they care for the environment (e.g. animals and school grounds) They contribute to decision making. | Children understand the democratic process and voting. They understand human rights. They understand that with rights come responsibilities. | Children have a confident understanding of rights and responsibilities. They understand that other people have different viewpoints. They develop a global awareness of environmental issues. | Children have a greater involvement in the decision-making processes of the school. They can talk about a range of jobs and explain how they will develop skills to work in the future. |

### Economic Wellbeing and Financial Awareness Progression

| <b>EYFS</b>  | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>  | <b>Year 6</b>  |
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| Children recognise that people go to work to earn money. | Children understand that people work for money. They understand that they can't have everything they want. | Children know that it is important to keep money safe. They understand that they can save their money. | Children understand that money is used in the exchange of goods and services. | Children understand that people need to budget and live within their means. Children understand different ways in which payments can be made. | Children can demonstrate how to look after and save money. They develop an awareness of the 'pressure to buy'. | Children can consider the impact of personal economic decisions on the world and other people. |

### Core Theme 3: Living In The Wider World Vocabulary Progression

| <b>EYFS</b> | <b>Year 1</b>  | <b>Year 2</b>                         | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
|-------------|--|---------------------------------------|--|--|---|--|
| Job, money  | Earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs | Spend and save, Money Strengths Goals | Enterprise, Manufacture, pressure, decisions, value, spend, shift, full-time, part-time, shift, paid, unpaid, Charity, Fund raiser | Resource allocation Sustainability Budgeting Balanced lifestyle Reflect, Protect Confidential, Saving Money, Budget Pocket money, budget | Loans, interest, tax, Point of view, Achievements Aspirations | loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers |

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|  |   |   | Community, Saving,<br>Jobs<br>World of work,<br>Occupation<br>Wage / salary ,  |   |  |  |
| unique, belonging,<br>different<br>same                      | Contribute<br>Share<br>Environment<br>Money<br>Strengths<br>Goals, Special,<br>different, dilemma,<br>responsibility,<br>challenge,<br>unhelpful, helpful,<br>behaviour,<br>problem, co-operative | Similar, Different<br>Gender, Stereotype<br>Bullying, Friend                        | Family, culture, age,<br>gender,<br>personal interests,<br>belief,<br>community, diverse,<br>view<br>Different, Similar,<br>Diverse<br>Respect, Views<br>Experiences,<br>Expectations<br>Group | Diversity, unique,<br>Democracy, vote,<br>election, influence,<br>organisation, council,<br>government,<br>resources, community<br>British Values, Customs<br>Birthplace, Extended<br>families, Citizen,<br>Etiquette, Diverse<br>Stereotype, Racism,<br>Power, Superiority,<br>Assumption, Influence<br>Appearance Opinion<br>Attitude, Judgement<br>Secret, Deliberate<br>Bystander, Witness<br>Unique<br>Characteristics<br>Physical features<br>Influence | Stereotype,<br>sexist, disability,<br>discrimination, gender,<br>role<br>models, prejudice,<br>Community<br>Laws, Anti-social,<br>Responsibility,<br>Organisations<br>Research, Migration,<br>rights,<br>responsibilities, conflict,<br>organisation, homeless,<br>charity, Lesbian<br>Step families/<br>Reflect, Respect,<br>Diverse, Stereotype<br>Relationships<br>Religions, | Stereotype,<br>homophobic,<br>sexist, disability, trans<br>phobic,<br>discrimination, gender,<br>role<br>models, prejudice,<br>Community<br>Laws, Anti-social,<br>Responsibility,<br>Organisations<br>Research, Migration,<br>rights, conflict,<br>organisation, homeless,<br>charity, Lesbian<br>Transgender<br>Step families/ blended<br>families, Reflect, Gay<br>Respect, Diverse,<br>Stereotype<br>Relationships<br>Religions, Ability<br>Disability, Visual<br>impairment Empathy<br>Perception Medication<br>Vision<br>Blind, Gender<br>Courage Fairness<br>Struggle Imbalance<br>Control Harassment<br>Direct Indirect<br>Argument Recipient |
| Respect<br>Rules<br>Unique<br>Choice, needs,<br>Wants, rules | Contribute<br>Share<br>Environment, Respect,<br>responsible, rules  | Needs, Community<br>Conserving energy,<br>respect, responsibility,<br>rules, rights | Roles in the community<br>Rights and<br>responsibilities<br>Environment, Fair<br>Rules, Rights<br>Responsibilities<br>Respect, Conflict<br>Disagreement<br>Help, Safe, Risk,<br>Resolve        | Rules, Laws, Rights<br>Responsibilities<br>Community, Anti<br>-social, Road safety  | Rules and laws<br>Democracy<br>Differences<br>Wellbeing influences<br>Duties, Right<br>Responsibility<br>Entitlement, MP, Shelter<br>Education<br>Healthcare<br>Safety   | Ballot, Vote, Taxes<br>Political party<br>Prime minister<br>Economy<br>Welfare state, NHS,<br>Democracy, Manifesto,<br>Recommendations<br>Media, Resource<br>allocation, Global  |

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|  |  |  |  |  |  | Reality, Accolade<br>Disability<br>Perseverance<br>Admiration Stamina |
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