



Over St. John's CE Primary School

'Let your light Shine before others.' Matthew 5:16

PSHCE inc RSE Progression of Knowledge and Skills

EYFS	Keeping/ Staying Safe	Being Responsible	Feelings And Emotions	Keeping/ Staying Healthy	Relationships	A World Without Judgement	Our World	Fire Safety
	Managing Self - Explains the reasons for rules - Knows right from wrong and tries to behave accordingly - Understands and follows simple safety rules - Recognises some risks and makes safe choices (with support)	Managing Self - confident to try new activities and shows independence - Shows resilience and perseverance in the face of challenge - Can follow rules and routines with increasing independence - Understands the importance of responsibility (e.g. tidying up, helping others)	Self-Regulation - Shows an understanding of their own feelings and those of others - Begins to regulate their behaviour accordingly - Can talk about feelings and explain why they might occur - Thinks about the perspectives of others - Seeks support from adults when needed	Managing Self (Health & Self-care) - Understands the importance of healthy food choices, sleep, and hygiene - Knows and talks about ways to keep healthy - Manages own basic hygiene and personal needs independently (e.g. toileting, dressing, handwashing)	Building Relationships - Works and plays cooperatively with others - Forms positive attachments to adults and friendships with peers - Shows sensitivity to others' needs and feelings - Takes turns, shares and understands how to be a good friend	People, Culture and Communities - Knows some similarities and differences between different communities - Understands that people have different beliefs and backgrounds - Shows respect for others and their differences - Talks about fairness and kindness	Understanding the World - Describes their immediate environment using knowledge from observation - Recognises people who help us in the community - Talks about similarities and differences between people and places - Shows care and concern for the environment	UTW + Managing Self - Knows who helps us in emergencies (e.g. fire service) - Understands the importance of rules to keep us safe - Can explain simple ways to stay safe (e.g. telling an adult)

Change and Transition

Self-Regulation /Managing Self

• Shows confidence in new situations • Adapts behaviour to different situations and changes • Shows resilience and perseverance when faced with challenge • Manages transitions with increasing independence • Can talk about feelings linked to change



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Year Group	Keeping/ Staying Safe	Being Responsible	Feelings And Emotions	Keeping/ Staying Healthy	Relationships	A World Without Judgement	Our World	Fire Safety
1	<u>What I Know Now</u> - share their existing ideas about how to stay safe in different environments • begin to recognise situations that may involve risk • identify safe and unsafe choices in everyday scenarios • suggest simple strategies that can help keep themselves and others safe <u>Road Safety</u> - understand why it is important to stay safe when	<u>What I Know Now</u> share their existing ideas about what they can do for themselves and what they are responsible for • begin to recognise responsibilities they have at home and at school • identify ways their responsibilities may change as they grow and become more independent • suggest who can help and support them when they need guidance or assistance	<u>What I know now</u> - share their existing ideas about different feelings and emotions they may experience • begin to recognise situations that may cause different feelings • identify a range of feelings in everyday situations • suggest simple ways they and others can express and manage their emotions <u>Jealousy</u> - identify and name difficult	<u>I Know Now</u> - share their existing ideas about what helps people stay healthy • begin to recognise choices that help keep their bodies healthy • identify healthy and less healthy choices in everyday situations • suggest simple habits that help keep themselves and others healthy <u>Washing Hands</u> - understand why it is important to wash our hands • explain how germs spread and	<u>What I Know Now</u> share their existing ideas about how people can treat others kindly and respectfully • begin to recognise behaviours that help build positive relationships • identify kind and unkind behaviours in everyday situations • suggest simple ways they can show kindness and respect to others <u>Friendship</u>	<u>What I Know Now</u> - share their existing ideas about rules, fairness and how we treat others kindly • begin to recognise why rules help keep classrooms and communities fair and safe • identify ways they can show kindness, respect and fairness to others • suggest simple ways they can make positive choices and help everyone feel included <u>Democracy</u> - understand what a	<u>What I Know Now</u> - share their existing ideas about what lives and grows in our world • begin to recognise that people, animals and plants need care to grow and stay healthy • identify who helped to look after them when they were babies • suggest simple ways they are learning to look after themselves as they grow <u>Growing in our world</u> - understand the needs of a baby • explain what you	<u>What I Know Now</u> share their existing ideas about how people stay safe and who helps keep us safe in our community • begin to recognise situations that may be emergencies or unsafe • identify emergency services, such as the Fire Service, and understand how they help people • suggest simple actions that help keep themselves and others safe in



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	crossing the road • recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe	<u>Water Spillage</u> • explain how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • recognise the differences between being responsible and being irresponsible	feelings, such as jealousy, and describe some physical signs they may notice • know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them • learn and practise simple strategies to manage difficult feelings in positive ways • recognise that feelings can be shown through words, actions and body language	how they affect our health • demonstrate correct handwashing technique • begin to identify healthy and unhealthy choices	• explain how to be a good friend • recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view	democracy is • spot times when people vote or choose things together • know that people can think differently • talk about ways to make fair choices when we do not agree	can do for yourself now you are older • describe the common features of family life • recognise the ways in which your family is special and unique • understand that families can look different but all care for each other • different types of families (including same-sex, single parent etc.)	everyday situations <u>Hoax Calling</u> • understand the importance of being responsible and how our actions/ choices can affect others • know what a 'hoax call' is and why it can be risky • explain why our emergency services are an important part of our community • show my knowledge of fire safety to others
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2	<u>Tying Shoelaces</u> • know the reasons to make sure your laces are tied • learn how to tie up laces properly • know rules to keep yourself and others safe • understand the differences between safe and risky choices <u>Staying Safe</u> • know ways to keep yourself and others safe • recognise risky situations • identify trusted adults around you • understand the differences	<u>Practise Makes Perfect</u> • name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • recognise the benefits of practising an activity or sport • learn how to set goals and work to reach them <u>Helping Someone in Need</u> • know how you can help other people • recognise kind and thoughtful behaviours and actions • understand the	<u>Worry</u> • identify and name feelings of worry and describe some physical signs they may experience • understand that worry is a normal emotion and identify situations that may cause someone to feel worried • learn and practise strategies to manage feelings of worry in positive ways • explain that feelings of worry can be communicated through words,	<u>Healthy Eating</u> • know that different foods help our bodies to stay healthy and grow strong • understand why some foods are healthier than others • be able to explain ways to keep healthy • recognise and begin to make healthy choices • understand simple ways to keep our bodies healthy (sleep, hygiene, sun safety) <u>Brushing Teeth</u> • understand why it is important to brush our teeth •	<u>Bullying</u> • name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours <u>Body Language</u> • recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of	<u>Individual Liberty</u> • understand that people can make their own choices and that these choices may be different from others • explain why it is important that everyone can make safe choices • recognise ways to respect the choices of others while making responsible choices themselves • identify their own strengths, interests and goals, understanding that these may	<u>Living in our World</u> • understand why we should look after living things • identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • encourage others to help keep their communities and countryside clean <u>Working in our World</u> • understand different ways we can receive	<u>Petty Arson</u> • understand the importance of being responsible and how our actions/choices can affect others • practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • identify the differences between safe and risky choices <u>Enya and Deedee Visit the Fire station</u> • explain the importance of being responsible and how our actions/ choice



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	between safe and risky choices	risks of talking to people you don't know very well in the community • identify the differences between being responsible and being irresponsible	actions and body language Anger • identify and name feelings of anger and describe some physical signs they may experience • understand that anger is a normal emotion and distinguish between helpful and unhelpful ways of expressing it • learn and practise strategies to manage feelings of anger in positive ways • explain that anger can be communicated through words, actions and body language	demonstrate how to brush our teeth properly • suggest ways to remember to brush teeth when we forget, are tired, or busy • recognise and begin to make healthy choices	view • explain why it is important to care about other people's feelings • understand that resorting to violence is never an acceptable way to solve conflict	be different from those around them Rule of Law • explain how rules help groups work and learn together at home, at school and in the community • understand why rules are important in helping people stay safe and treat others fairly • identify examples of rules that people follow in everyday life • recognise that rules apply to all and help people make fair and responsible choices	money • know how to keep money safe • describe the skills you may need in a future job or career • recognise the differences between wants and needs	can affect others • show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/ choices can affect others • practise simple ways of staying safe and finding help
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3	<u>Leaning Out of Windows</u> • recognise a range of warning signs • spot the dangers we may find at home • know the importance of listening to our trusted adults • understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices <u>What I have learnt</u> • confidently demonstrate how to keep themselves and others safe in	<u>Stealing</u> • understand the differences between borrowing and stealing • describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • explain the differences between being responsible and irresponsible <u>What I have learnt</u> • confidently demonstrate responsible behaviours that support	<u>Grief</u> • identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset • understand that grief is a natural response to loss and identify situations that may cause these feelings • learn and practise strategies to cope with feelings related to loss and grief in healthy ways • explain that feelings of loss and grief can be communicated through words,	<u>Medicine</u> • understand and explain simple safety rules about medicine • explain when it is safe to take medicine and why • know who it is safe to accept medicine from and why • recognise and make important healthy choices <u>What I've learnt</u> • confidently explain ways to help keep their bodies healthy • recognise and make healthy choices in everyday situations • apply simple routines	<u>Touch</u> • recognise the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • understand that we should ask for permission before touching others • know who and how to ask for help • name human body parts <u>What I've Learnt</u> • confidently demonstrate	<u>Tolerance</u> • understand that people may have different beliefs, opinions and ways of living • explain why it is important to respect and tolerate differences between people • identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own • recognise how respectful behaviour helps create a fair and	<u>Looking After Our World</u> • explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint <u>What I have learnt</u> • confidently demonstrate ways to care for living things and the world around them in different environments •	<u>Texting whilst Driving – Overall Safety</u> • understand how our actions and choices can affect others • recognise how drivers can be distracted • know how to help others stay safe • describe the differences between safe and risky choices <u>What I have learnt</u> • confidently demonstrate ways to help keep themselves and others safe in different situations • recognise and



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	different environments • recognise and respond appropriately to situations that may place themselves or others at risk • apply strategies to stay safe at home, at school and in the community • clearly explain the difference between safe and risky choices	themselves and others in different environments • recognise and respond appropriately to situations where responsible choices are needed • apply strategies to show responsibility at home, at school and in the wider community • clearly explain the difference between responsible and irresponsible choices	actions and body language <u>What I have learnt</u> • confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings • recognise and respond appropriately to situations that may cause different emotions for themselves or others • apply strategies to help manage and express their feelings in positive ways at home and at school • clearly explain the	that support good health, such as washing hands and brushing teeth • clearly explain the difference between healthy and less healthy choices	behaviours that help build positive and respectful relationships with others • recognise and respond appropriately to behaviours that may hurt or upset others • apply strategies to maintain positive relationships at home, at school and in the wider community • clearly explain the difference between kind, respectful and unkind behaviours • understand that most people feel lonely at times and that it is important to talk	inclusive community <u>What I have learnt</u> • confidently demonstrate respectful behaviour towards people with different beliefs, opinions or backgrounds • recognise and respond appropriately when fairness, respect and tolerance are important • apply strategies that help create inclusive environments at home, at school and in the community • clearly explain why respect, tolerance and	recognise and respond appropriately to situations where people, animals or the environment may need care or protection • apply strategies to help look after their surroundings at home, at school and in their community • clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment	respond appropriately to situations where actions may place themselves or others at risk • apply strategies that help keep people safe at home, at school and in the community, including around roads and vehicles • clearly explain the difference between safe and risky choices and how these choices can affect others
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			difference between pleasant and unpleasant emotions and how they can be managed		to someone about these feelings • understand that resorting to violence is never an acceptable way to solve conflict • recognise and challenge unfair behaviour or exclusion in friendships	fairness help people live and work together positively		
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4	<u>What I know now</u> • share and reflect on their understanding of how to stay safe as they begin to explore more complex safety topics • recognise situations that may place themselves or others at risk • identify trusted people and support that can help them stay safe • suggest and explain safe actions in a range of everyday situations <u>Cycle Safety</u> • identify strategies we can	<u>What I know now</u> • share and reflect on their understanding of what it means to be responsible as they begin to explore more complex aspects of responsibility • recognise situations where responsible choices and actions are needed and consider the positive impact these actions can have • identify people and support who can help guide them in making responsible	<u>What I know now</u> • share and reflect on their understanding of feelings and emotions as they begin to explore more complex emotional experiences • recognise situations that may cause different emotions for themselves or others • identify people and support who can help them manage difficult or uncomfortable emotions • suggest and explain strategies	<u>What I Know Now</u> • share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics • recognise choices and behaviours that can affect their health and wellbeing • identify people and support who can help them stay healthy and make positive choices • suggest and explain healthy habits that support physical and	<u>What I Know Now</u> • share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics • recognise behaviours and situations that may affect relationships or cause others to feel upset • identify trusted people and support who can help them manage relationship difficulties or worries • suggest	<u>What I know now</u> • share and reflect on their understanding of how communities work together as they begin to explore ideas about judgement and fairness • recognise situations where unfair judgement or discrimination may affect individuals or groups • identify people and groups that help support fairness and respect within communities • suggest and explain ways they	<u>What I know now</u> • share and reflect on their understanding of how people support their families, communities and wider society • recognise responsibilities they may have at home and how helping with everyday tasks contributes to family life • identify skills and qualities that may be useful in different jobs and roles people do • suggest and explain simple ways money is	<u>What I know now</u> • share and reflect on their understanding of how people can help in medical emergencies as they begin to explore first aid topics • recognise situations where someone may need help due to illness, injury or breathing difficulties • identify trusted adults and emergency services who can provide help and support in an emergency • suggest and explain simple



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	use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe	decisions • suggest and explain ways they can act responsibly in a range of everyday situations and how these actions can benefit others <u>Coming Home on Time</u> • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour	that can help them express and manage their feelings in positive ways <u>Jealousy</u> • identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience • understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them • learn and practise strategies to manage challenging emotions in	personal wellbeing in everyday life <u>Healthy Living</u> • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle • understand the importance of sleep for my	and explain ways to show respect, kindness and consideration in everyday relationships • understand that most people feel lonely at times and that it is important to talk to someone about these feelings • understand that resorting to violence is never an acceptable way to solve conflict • recognise and challenge unfair behaviour or exclusion in friendships <u>Breaking own Barriers</u>	can show respect for themselves and others and help create inclusive communities • understand what stereotypes are and how they can be challenged • explain how everyone should be treated equally and with respect, regardless of differences <u>Breaking Down Barriers</u> • recognise positive attributes in others • explain why being different is okay • explore your own strengths and goals, and	used, earned and saved in everyday life <u>Chores at Home#</u> • recognise ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles	actions that can help keep someone safe until help arrives <u>First Aid Year 4</u> • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • recognise the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock • understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is
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		can be seen to be sensible and responsible	positive ways • explain that emotions can be communicated through words, actions and body language	physical and mental health • understand how too much screen time can affect my health and wellbeing • understand how to stay safe in the sun and reduce the risk of skin damage	• recognise the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable • recognise the difference between assertive behaviour and controlling behaviour	understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality		struggling to breathe
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5	<u>Peer Pressure</u> • identify strategies we can use to keep ourselves and others safe • understand ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident • understand how vaccinations protect individuals and communities from disease	<u>Looking Out for Others</u> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way	<u>Anger</u> • recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions • explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding • apply a range of strategies to manage feelings of anger in positive and responsible ways • reflect on how anger can be	<u>Smoking</u> • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any	<u>Puberty</u> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty • understand the menstrual cycle and the role it plays in reproduction	<u>Inclusion and Acceptance</u> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion • recognise the importance of inclusion and identify ways we can help others feel valued and respected	<u>Enterprise</u> • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise <u>Adults Views & Children's Views</u> • listen to and observe a range of views from adults and children about how people work, support their families and	<u>First Aid Year 5 Part 1</u> • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • understand when to call for emergency help <u>First Aid Year 5 Part 2</u> • identify a range of situations that may require first aid • explain how to support someone with a



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• understand how to stay safe in the sun and reduce the risk of skin damage <u>Adults & Children's Views</u> • listen to and observe a range of views from adults and children about how to stay safe and ask for help • identify key ideas and strategies shared by others that help people manage risks and stay safe • reflect on and build their own understanding of safety using information gathered from discussions and	<u>Adults Views & Children's Views</u> • listen to and observe a range of views from adults and children about what it means to act responsibly in different situations • identify key ideas and strategies shared by others that help people make responsible choices and support those around them • reflect on and build their own understanding of responsibility using information gathered from discussions and observations • share their ideas and learning with	communicated and managed through words, actions and self-control <u>Adults Views & Children's Views</u> • listen to and observe a range of views from adults and children about managing feelings and emotions in different situations • identify key ideas and strategies shared by others that help people understand and manage their emotions • reflect on and build their own understanding of emotions using information	pressure to smoke <u>Adults Views & Children's Views</u> • listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing • identify key ideas and healthy habits shared by others that support physical and personal health • reflect on and build their understanding of healthy choices using information gathered from discussions and observations • share their ideas	<u>Adults Views & Children's Views</u> • listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed • identify key ideas and strategies shared by others that help people build and maintain healthy relationships • reflect on and build their own understanding of relationships using information gathered from discussions and observations • share their ideas and learning with	understand what stereotypes are and how they can be challenged • explain how everyone should be treated equally and with respect, regardless of differences <u>Adults Views & Children's Views</u> • listen to and observe a range of views from adults and children about respect, equality and inclusion in communities • identify key ideas and actions shared by others that help challenge judgement and support fairness •	contribute to society • identify key ideas and skills shared by others that help people succeed in different jobs and roles • reflect on and build their own understanding of how money is earned, spent and looked after using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about future jobs, responsibilities and the role money plays in everyday life	minor or serious head injury • recognise how to support someone who is having a seizure • understand how to support someone with a severe bleed • know when to call for medical help
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	observations • share their ideas and learning with peers, contributing thoughtfully to discussions about staying safe	peers, contributing thoughtfully to discussions about acting responsibly and supporting others	gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about feelings and emotions	and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle • understand how too much screen time can affect my health and wellbeing	peers, contributing thoughtfully to discussions about respectful and healthy relationships • understand that marriage and civil partnerships are legal commitments between two adults • recognise the difference between assertive behaviour and controlling behaviour	reflect on and build their own understanding of acceptance and inclusion using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about respecting differences and supporting others		
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6	<u>Water Safety</u> • identify a range of danger signs • develop and name strategies	<u>Stealing</u> • explain what consent means • recognise the importance of	<u>Worry</u> • recognise situations that may cause feelings of worry,	<u>Alcohol</u> • identify what is a risky choice • explain the risks associated with	<u>Conception</u> • understand the menstrual cycle and the role it	<u>British Values</u> • understand that there are a wide range of religions and beliefs in the	<u>In-App Purchases</u> • know and understand various money-related terms •	<u>First Aid Year 6</u> • identify a range of situations that may require first aid • recognise



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that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident <u>What I've Learnt</u> • confidently apply and justify strategies that help keep themselves and others safe in different environments • evaluate situations and respond responsibly when they or others may be at risk • clearly explain and justify the difference between safe and risky choices •	being honest and not stealing • understand why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way <u>What I've Learnt</u> • confidently demonstrate and justify responsible behaviours that support themselves and others in different environments • evaluate situations and respond appropriately	including changes and new experiences such as moving to secondary school • explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change • apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations • reflect on ways to communicate worries and seek support from trusted people	alcohol • describe how alcohol can affect your immediate and future health develop and recognise skills and strategies to keep safe <u>Under review - drug extension skills progression</u> <u>What I've Learnt</u> • confidently apply and justify healthy choices that support their own health and wellbeing • evaluate situations and influences that may affect their health and respond responsibly • clearly explain and justify the difference	plays in reproduction • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explore various different stages of pregnancy • understand the laws around consent <u>What I've Learnt</u> • confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships •	UK • describe each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion <u>What I've Learnt</u> • confidently demonstrate and justify respectful behaviours that support fairness, equality and inclusion in different environments • evaluate situations and respond responsibly when people's beliefs, values or backgrounds may be treated unfairly • clearly	recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money • understand that information seen online may be targeted and not always reliable • understand my rights around privacy and personal data online <u>What I've Learnt</u> • confidently apply and justify responsible decisions when managing money	how to support someone with a minor burn or scald • explain how to support someone who is having a heart attack • understand how to support someone with a fractured bone • know when to call for medical help <u>What I've Learnt</u> • confidently apply and justify first aid strategies that help keep themselves and others safe in a range of emergency situations • evaluate situations and respond appropriately
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	take increasing responsibility for making safe decisions at home, at school and in the community	when responsible choices are needed • clearly explain and justify the difference between responsible and irresponsible choices • take increasing responsibility for their actions and decisions at home, at school and in the community	when preparing for new experiences such as secondary school <u>What I've Learnt</u> • confidently apply and justify strategies that help them manage and express their emotions in positive and responsible ways evaluate situations and respond appropriately when emotions may affect their behaviour or relationships • clearly explain and justify the difference between helpful and unhelpful ways of	between healthy and unhealthy choices • take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others • understand how to stay safe in the sun and reduce the risk of skin damage • understand that some online activities, including gaming, can become addictive and affect wellbeing	evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm • clearly explain and justify the difference between healthy and unhealthy relationship behaviours • take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others • understand that marriage and civil partnerships are legal	explain and justify the importance of British values, including respect for different religions and beliefs • take increasing responsibility for promoting respect, tolerance and cohesion within their school and wider community • understand what stereotypes are and how they can be challenged	and considering spending choices in everyday and online situations • evaluate situations and respond appropriately when spending, saving or making purchases that may affect themselves or their household • clearly explain and justify the difference between responsible and irresponsible choices when using money, including online and in-app purchases • take increasing responsibility for understanding how work,	when someone may require first aid or urgent medical support • clearly explain and justify appropriate first aid responses for injuries or illnesses such as burns, fractures or suspected heart attacks • take increasing responsibility for recognising when to seek medical help and supporting others safely until help arrives
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