

# Adlington St Paul's Primary School

## PSHE Knowledge & Skills Progression

### **Curriculum Intent**

At Adlington St Paul's Primary School, our PSHE curriculum aims to develop confident, respectful and responsible pupils who are well prepared for life in modern Britain and guided by our Christian values. We teach pupils how to understand and manage their emotions, build healthy relationships, stay safe, value difference and make informed choices about their wellbeing. Through a carefully sequenced programme from EYFS to Year 6, pupils develop the knowledge, skills and vocabulary needed to flourish socially, emotionally and morally, recognising their own worth and their responsibility to others.

### **Curriculum Implementation**

PSHE is taught through a structured, progressive programme delivered weekly from EYFS to Year 6, covering relationships, safety, health, responsibility and personal development. Learning is sequenced so that knowledge and skills build year on year, with explicit vocabulary teaching and regular opportunities for discussion, reflection and scenario-based learning. Teaching is adapted to meet the needs of all pupils and is reinforced through collective worship, safeguarding practice and cross-curricular links, ensuring statutory RSHE requirements are fully met within our Christian school context.

### **Curriculum Impact**

As a result of our PSHE curriculum, pupils demonstrate growing emotional literacy, respect for others, awareness of safety and risk, and the ability to make thoughtful, informed choices. They can talk about relationships, wellbeing and responsibility using appropriate vocabulary and show increasing confidence in managing challenges and seeking support when needed. Pupils leave Year 6 prepared for secondary school, able to contribute positively to their communities and to live out our school values in their daily lives.

### **Key Concepts**

Relationships, Respect, Emotional regulation, Safety and risk, Health and wellbeing, Identity, Belonging, Diversity and equality, Responsibility, Citizenship, Decision making, Online safety, Change and development, Community, Moral responsibility

## Progressive PSHE Vocabulary Spine

Phase	Core Vocabulary
Recep	feelings, happy, sad, worried, kind, safe, unsafe, rules, friend, share, help, choice, turn, private, trust
Y1	emotion, respect, rules, safe touch, unsafe touch, teasing, bullying, healthy, hygiene, responsibility
Y2	fairness, difference, conflict, resolve, cooperate, community, medicine, trusted adult, belong
Y3	collaboration, negotiation, risk, hazard, dare, stereotype, personal space, volunteer
Y4	assertive, compromise, influence, discrimination, prejudice, diversity, identity, online safety
Y5	peer pressure, resilience, bystander, media influence, puberty, wellbeing, finance, income, expenditure
Y6	consent, exploitation, manipulation, addiction, bias, equality, rights, responsibilities, healthy relationships

## Me and My Relationships

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Recognise and name feelings, begin to regulate emotions, build friendships, take turns, follow rules, understand kindness and belonging.	Understand classroom rules, recognise feelings in self and others, identify how feelings affect behaviour, suggest ways to manage “not so good” feelings	Describe feelings using wider vocabulary, understand teasing and bullying differences, respond appropriately to others’ feelings, begin conflict resolution.	Explain why rules exist, understand consequences, develop cooperation and collaboration skills, maintain positive relationships.	Describe healthy relationships, recognise when to say no, use assertive strategies, develop teamwork and collaboration skills.	Understand collaboration and compromise, resolve friendship difficulties, recognise unhealthy relationships, identify trusted support.	Demonstrate negotiation and compromise skills, manage friendship challenges, use assertive behaviours, resist peer pressure

## Valuing Difference

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Recognise similarities and differences, show kindness and respect, understand everyone is unique.	Identify similarities and differences between people, show respect, recognise special people.	Recognise physical and non-physical differences, use respectful language	Understand different family types and communities, including adoption and fostering.	Manage difference through negotiation and compromise, respect viewpoints.	Understand discrimination and injustice, empathise with those treated unfairly, challenge stereotypes.	Understand prejudice and equality, challenge discriminatory behaviour, promote inclusion and mutual respect.

## Keeping Myself Safe

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Understand safe and unsafe situations, identify trusted adults, know private body parts, basic hygiene and safety.	Understand healthy routines, sleep and exercise, basic personal safety.	Understand medicine safety and when adults help with medicines.	Identify safe and unsafe situations, know who helps keep them safe, basic risk awareness.	Understand danger, risk and hazard, manage simple risks	Understand habits and risk-taking, online safety strategies, safe information sharing.	Understand online risks, peer pressure, drugs education basics, image sharing laws, addiction awareness.

## Rights and Responsibilities

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Care for environment and belongings, understand simple responsibility	Take responsibility for classroom and resources.	Identify people who help in school and community, know how to ask for help.	Understand volunteering and helping roles, fact vs opinion.	Understand responsibility and rights, roles of people who keep us safe.	Understand media influence, democracy and pupil voice.	Understand bias and balanced reporting, taxation and public services, active citizenship.

## Growing and Changing

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Name body parts, understand growth stages, know basic care needs.	Understand stages from baby to child, identify helpers.	Recognise growth stages, understand privacy and private body parts.	Understand personal space, safe and unsafe secrets.	Understand change and early puberty awareness, correct body vocabulary.	Understand puberty changes and emotional impact, resilience strategies.	Understand puberty and reproduction basics, consent, gender stereotypes, safety and support.

## Year 7 Transition Summary

By the end of Year 6, pupils have developed the emotional literacy, relationship skills, safety awareness and decision-making strategies needed for a successful move to secondary school. They understand healthy relationships, online safety, puberty changes, peer influence and personal responsibility. They can identify trusted adults, assess risk, seek support and communicate their feelings appropriately. This provides a secure foundation for the KS3 RSHE curriculum and for increased independence

## Christian Ethos and Responsibility

Our PSHE curriculum is rooted in our Church of England foundation and reflects the Christian values of love, dignity, forgiveness, justice and service. Pupils are taught that every person is uniquely valued and worthy of respect. Through PSHE learning, they are encouraged to show compassion, stand up for fairness, support others and take responsibility for their choices. We promote reconciliation, stewardship and community so that pupils grow in character as well as knowledge, living out their faith through action and relationships.

