



Sutton in Craven C.E (V.C) Primary School



PSHE and SRE

Progression Document

EYFS – Year 6

Flourish together, in the love of God, to live life in all its fullness.

		Reception	Year 1	Year 2 (end of KS1)	Year 3	Year 4 (end of LKS2)	Year 5	Year 6 (end of UKS2)
Core 1: Health and Wellbeing	Healthy lifestyles – Physical, Emotional and Mental health; Hygiene ; Nutrition and Food	<p><u>Communication and Language</u> Ask questions to find out more and to check they understand what has been said to them.</p> <p><u>Personal, Social and Emotional Development</u> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and the feelings of others.</p>	<p>Explain why a balanced diet is important and give examples of types of foods that are healthy. Explain the benefits of regular exercise. Wash hands correctly and explain why washing hands is important to eradicate germs and stop the spread of diseases.</p>	<p>Explain how muscles work. Explain why physical exercise and rest are important as part of a balanced, healthy lifestyle. Take care of teeth including regular brushing. Explain the importance and reasons for bathing and showering. Carry out steps for basic personal hygiene.</p>	<p>Know and understand the difference between the terms physical, emotional and mental. Know the recommended guidelines for physical activity and explain the reasons for them. Take responsibility for own actions. Know that there is a relationship between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. Explain the importance of sufficient good quality sleep.</p>	<p>Know where food comes from. Explain the function of different food groups for a balance diet. Prepare and cook a variety of dishes.</p>	<p>Know the basic synergy between physical, emotional and mental health. Understand the importance of adopting a healthier lifestyle. Know about the different food groups and their related importance as part of a balanced diet. Be aware of own dietary needs. Take responsibility for own physical activity and nutrition in achieving a physically and mentally healthy lifestyle. Prepare and cook using a variety of ingredients and techniques, applying the principles of a healthy lifestyle.</p>	<p>Know how to recognise the early signs of illness including weight loss and unexplained changes to the body. Know how and when to seek support when worried about their health. Know that it is common for people to experience mental ill health. Know the facts and science relating to allergies, immunisation and vaccination.</p>
	Aspirations	<p>Show resilience and perseverance in the face of challenges. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs including personal hygiene.</p>		<p>Recognise what they are good at. Value own achievements. Set simple goals and targets for themselves.</p>	<p>Understand why setting goals is important</p>	<p>Understand that everyone has different strengths and weaknesses. Set realistic targets. Break down steps needed to achieve a goals.</p>	<p>Identify and talk about own and others’ strengths and weaknesses. Reflect on past achievements. Begin to set personal goals.</p>	<p>Identify and talk about own and others’ strengths and weaknesses and how to improve. Reflect on past achievements. Set personal goals. Identify skills that need to be developed to make their contribution in the working world in the future.</p>
	Emotions		<p>Understand that making positive choices leads to happiness. Recognise, name and manage</p>	<p>Understand the importance of love. Understand that there are different ways to show sadness.</p>	<p>Listen to and show consideration for other people’s views and feelings. Emphasis with another’s viewpoint.</p>	<p>Develop strategies for managing and controlling strong feelings and emotions. Describe some of the ways family</p>	<p>Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures.</p>	<p>Understand, manage and control feelings and emotions including dealing with negative pressures.</p>

		<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; having a good sleep routine; being a safe pedestrian.</p> <p><u>Understanding the World</u> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>feelings in a positive way. Recognise how their own behaviour affects others.</p>	<p>Recognise how their own behaviour and the behaviour of others may influence people both positively and negatively.</p>		<p>units can be different and know that they can change. Judge if what they are feeling and how they are behaving is appropriate and proportionate. Know the importance of self-respect.</p>	<p>Manage changing emotions, recognising how they can impact relationships. Know about and understand how death is an inevitable part of the cyclic nature of life.</p>	
Safety and First Aid			<p>Recognise the need to keep safe in the sun. Know how to keep safe in the sun. Have an awareness of the Green Cross Code and demonstrate basic road safety. Recognise the people that can help keep them safe. Know the difference between secrets and surprises. Understand when not to keep adults' secrets. Use strategies to stay safe when using ICT and the internet</p>	<p>Know the importance or medicine safety and recognise that medicines can help or harm the body. Know how to respond safely and appropriately to adults they encounter who they do not know – including online.</p>	<p>Recognise the risks, harmful content and contact when on line and how to report it. Use ICT safely including keeping electronic data secure. Know how to seek help in an emergency including how and when to make an emergency call. Behave safely and responsibly in different situations.</p>	<p>Use ICT safely including using software features and settings. Know how information and data is shared and used online. Recognise the benefits of the internet. Understand the risks of spending excessive time on electronic devices and the impact positive and negative content can have on mental health and wellbeing. Know why social media and some gaming are age restricted. Know where and how to report concerns and get support with issues online.</p>	<p>Identify different kinds of risks associated with use and misuse of a range of substances and understand the impact misuse can have on individuals, families and friends. Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. Know the concepts of basic first-aid, dealing with common injuries including head injuries.</p>	<p>Know how to be a discerning consumer of information online including understanding that information including that from search engines, is ranked, selected and targeted.</p>
Growing and Changing				<p>Recognise similarities and differences between boys and girls based on gender.</p>	<p>Understand that the rate at which we grow differs from person to person.</p>	<p>Understand some of the changes that</p>	<p>Begin to know about, recognise and understand</p>	<p>Know about, recognise and understand</p>

				<p>Recognise similarities and differences between people. Name parts of the body using correct terms.</p> <p>Recognise the simple physical changes to their bodies as they grow.</p> <p>Understand emotional changes as they grow</p>	<p>Show awareness of changes that take place as they grow. Know and understand how to look after our teeth.</p> <p>Understand why we lose teeth as we grow.</p>	<p>take place as they grow.</p>	<p>changes that occur during puberty.</p>	<p>changes that occur during puberty.</p>
	Vocabulary (NYCC)		<p>Clean</p> <p>Wash</p> <p>Body</p> <p>Teeth</p> <p>Germs</p> <p>Stick-ability</p> <p>Feelings</p> <p>Health/Healthy</p> <p>Mind</p> <p>Active</p> <p>Mistakes</p> <p>Changes</p> <p>Likes/dislikes</p> <p>Exercise</p> <p>Safe/Safety/Unsafe</p> <p>Private</p> <p>True/False</p> <p>Online</p> <p>(Proud) – Happy</p> <p>Pleased</p> <p>Excited</p> <p>Sad, Angry, Cross</p>	<p>Physical</p> <p>Health</p> <p>Mental</p> <p>Health</p> <p>Active</p> <p>Responsibility/ies</p> <p>Choices</p> <p>Changes</p> <p>Hygiene</p> <p>Dental</p> <p>Resilient</p> <p>Strategies</p> <p>Independence</p> <p>Diseases</p> <p>Rest</p> <p>Sun protection</p> <p>Private</p> <p>Comfortable</p> <p>Uncomfortable</p> <p>Disappointed</p> <p>Gloomy</p> <p>Miserable</p> <p>Annoyed</p> <p>Frustrated</p>	<p>Consequences</p> <p>Benefits</p> <p>Responsibilities</p> <p>Good Habits</p> <p>Hobbies</p> <p>Bacteria</p> <p>Virus</p> <p>Included/excluded</p> <p>Relaxed/relaxation</p> <p>Drugs/medicine/alcohol/tobacco</p> <p>Belonging</p> <p>anxious</p> <p>Safety</p> <p>Online</p> <p>Passwords</p> <p>Safety</p> <p>Privacy</p> <p>Personal</p> <p>Information</p> <p>Decisions</p> <p>Choices</p> <p>Peers</p> <p>Pressure</p>	<p>Stress</p> <p>Media</p> <p>Influence</p> <p>Self-image</p> <p>Nutrition</p> <p>Calories</p> <p>Balanced diet</p> <p>Responsible</p> <p>Diet</p> <p>Counter argument</p> <p>Reality / fantasy</p> <p>Routines</p> <p>Sun exposure</p> <p>Managing feelings / behaviours</p> <p>Responding</p> <p>Responsibility</p> <p>Pressure</p> <p>Influence</p> <p>Media</p> <p>Safety</p>	<p>Lifestyle</p> <p>Positive/negative</p> <p>Puberty</p> <p>Oral hygiene</p> <p>Resolve</p> <p>Intensity</p> <p>Resolving differences</p> <p>Alternatives</p> <p>Support</p> <p>Communication</p> <p>Environment</p> <p>Physical</p> <p>Substances</p> <p>Consequences</p> <p>Safety</p> <p>Online</p> <p>Offline</p> <p>Risks</p> <p>Benefit</p> <p>Bully</p> <p>Risks</p> <p>Media</p> <p>Online presence</p>	<p>Counter Acting</p> <p>Conflicting emotions</p> <p>Adolescence</p> <p>Weight loss/gain</p> <p>Responsibility</p> <p>Safety</p> <p>Health</p> <p>Emergency</p> <p>Risk</p> <p>Injury</p> <p>Independence</p> <p>Challenge/dares</p> <p>Substance – drugs, alcohol, tobacco, medicines, Caffeine</p> <p>Hazard</p> <p>Peer pressure</p> <p>Habit</p> <p>e-safety</p> <p>personal information</p>

			Scared, worried Shocked, afraid Lonely Medicines Help Harm Rules 999 Emergency services Online/offline Privacy Age restrictions Safety – road, water, rail, fire, online etc Risk Health Wellbeing Secrets Internet Balance Strangers Privacy Dental health Games Websites Social media choices	Delighted Joyful Puzzled Confused Personal safety Harmful Substances Solvents Pressure Secrecy Age ratings Risks Communicating Pretending Healthy friendship Online Offline Right Wrong Private Behaviour Aware Pretending Strangers Household products Choices Age rating Contact touch	Consequences Health Procedure Emergency First-aid Wellbeing Support Advice Pressure Influence Media	Risk Consequence Social media Forwarding Private Public Sharing Behaviour Information Strategies Internet Self-aware	Personal information Report	passwords images request acceptable/unacceptable device support internet social media reality fantasy influences negative/positive impact offensive consequences impact communicate collaborate uncomfortable appropriate media advertising Balance Rules Law/legal Privacy Sharing Personal Boundaries Harassment Discrimination Human Rights Aggression Anti-social behaviour
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Core 2: Relationships	Communication and collaboration		<p>Recognise and communicate own feelings to others. Listen to, reflect on and respect other people's views and feelings. Share opinions and explain own views. Demonstrate the conventions of courtesy and manners. Play and work cooperatively with others.</p>	<p>Recognise the importance of listening to others. Recognise the importance of working cooperatively. Take part in a simple debate about a topical issue. Work in a group, taking on different roles and collaborating towards common goals.</p>	<p>Recognise that there are different ways to communicate. Communicate clearly. Understand why it is important to listen to others. Work co-operatively, showing fairness and consideration to others. Understand why it is important to work collaboratively. Begin to take the lead, prioritise actions and work independently and collaboratively towards goals. Spot problems and find ways to deal with them.</p>	<p>Talk about own views on issues that affect themselves and the class. Communicate own opinions in a group. Listen to and show consideration of the views of others. Take the lead, prioritise actions and work independently and collaboratively towards goals.</p>	<p>Understand the need for confidentiality in certain situations. Understand the role of the listener in any relationship. Understand the need to both listen and speak when communicating with others. Understand that there are many roles in which collaboration is necessary. Understand the need to collaborate in a group situation. Understand the need to develop team work skills. Recognise there are many roles within a community.</p>	<p>Understand the need for confidentiality in certain situations. Understand the role of the listener in any relationship. Understand the need to both listen and speak when communicating with others. Work collaboratively in a group situation.</p>
	Similarities and Differences; Fairness; Bullying		<p>Understand the difference between impulsive and considered behaviour. Understand that name-calling is hurtful and avoidable. Understand what is and is not bullying behaviour. Reflect on, recognise and</p>	<p>Understand who can help if someone is affected by bullying. Understand that bullying is wrong and know how to get help to deal with it. Recognise what is fair and unfair. Understand the difference between right and wrong.</p>	<p>Recognise what is fair and unfair and explain why. Recognise bullying behaviour. Understand the terms 'resilience' and 'persistence'. Know that the make-up of family units can differ. Understand the term 'diversity'. Recognise stereotyping and discrimination.</p>	<p>Recognise the difference between isolated hostile incidents and bullying. Recognise how attitude, behaviour and peer pressure can influence choice and behaviour. Understand what self-esteem is and explain why it is important. Understand the terms 'resilience' and 'persistence' and explain why these character traits are important.</p>	<p>Know about racial discrimination. Know about gender discrimination.</p>	<p>Understand the impact of discrimination on societies, past and present. Understand the impact of gender discrimination. Know the importance of family in different cultures.</p>

			respect similarities and differences between people. Recognise kind and unkind behaviour.	Understand that there are different types of teasing and bullying.		Understand the nature and consequences of negative behaviour. Know and understand how the make-up of family units can differ. Understand the need for tolerance for those of different faiths and beliefs. Appreciate diversity within school.		
Healthy Relationships; Family and Friends		Develop positive relationships with peers through work and play. Identify the different relationships they have and why they are important. Understand the importance of making friends. Know the importance of family. Understand that families and friends should care for each other. Recognise the people who care for and look after them. Identify own special people and what makes them special.	Know about some of the differences and similarities between people from different countries and the importance of cross-cultural friendships. Know the importance of sharing as part of friendship and kindness.	Know what makes a good friend. Understand why it is important to be positive in relationships with others. Know that friendships can have ups and downs. Know that resorting to violence is never right. Know the sorts of boundaries are appropriate in friendships with peers and others including in a digital context. Understand the characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests with others and support with problems and difficulties.	Know that issues with friendship can often be worked through so that friendship is repaired. Understand why it is important to be positive in relationships with others.	Know the difference between appropriate and inappropriate touch. Understand that the same principles apply to online relationships as face-to-face relationships. Critically consider online friendships and be aware of the risk associated with people they have never met. Understand that the internet can be a negative place where abuse, trolling, bullying and harassment can take place.	Know that relationships change as a result of growing up. Know that marriage and civil partnership represents a formal and legally recognised commitment to two people to each other which is intended to last a lifetime. Know that bullying including cyberbullying has a negative effect on mental health.	
Vocabulary (NYCC)		Friend Relationship Family Touch Boy	Stereotype Gender Bullying Unique Healthy	Separation divorce Bereavement Empathy Contact	Media Legal Civil Partnership Demonstrate	Prevent Bacteria Virus Immunisation Puberty	Reproduction Conception Physical Contact Freely Entered Resist	

			Girl Respect Difference Safe Private/Privacy Sharing Working together Secret On/Off line Teasing Change Worry Body Parts Right Wrong Acceptable Unacceptable Safety Love Security Fair Unfair Loss Worry Stable/Stability Trusted adult Consent	Attention Physical Cultural Male Female Value Faith Rights Good/Bad Ethnic Same & Different Trusted adult Consent	Responsibilities Independence Consequence Violent Troubled Anxious Uneasy Positive Same-sex Maintain Trusted React/Reaction Manage Network Negative Coping Strategy Challenge Trusted adult Consent	Emotionally Attention Commitment Freely Represent Body Image Couple Appropriate Collaborative Worth Trusted adult	Menstruation Periods Forced Marriage Viewpoint Dispute Conflict Routine Reaction Compromise Dares Challenge Boundaries Confidential Trusted adult Consent	Pressure Aggressive Assertive Anti-social Cyber-Bullying Trans gender Non-binary Gay/ lesbian/ homosexual Homophobia Transphobia Biphobia Racism Hate Crime Discrimination Diversity Disability Sexuality Trusted adult Consent
Core 3: Living in the	Rules and Responsibilities		Understand why we have rules. Agree to and follow group and classroom rules. Take turns and share. Understand the concept of 'borrowing'. Know that everyone has a responsibility to	Understand rules as expectations. Understand the importance of sharing. Understand that people and other living things have	Understand why rules are needed in different situations. Recognise why rules need to be changed. Understand why it is important to behave responsibly.	Recognise when rules need to be changes and the reason why. Understand why it is important to plan ahead and	Understand the term 'anarchy'. Know the meaning of: democracy, sovereignty, dictatorship, government and monarchy.	Understand the implications of living in an anarchic society. Know and understand the meaning of: democracy,

			consider the needs of others. Consider ways of looking after the school and care for the local environment.	needs and that they have responsibilities to meet them.	Recognise that actions have consequences.	think of the potential consequences as a result of their actions.	Know about organisations such as the UN. Understand the importance and significance of equal rights.	sovereignty, dictatorship, government and monarchy.
	Collaboration; Diversity; Communities; Discrimination		Know that they belong to the school community and begin to understand that they belong to various groups and communities. Understand the role of the local community.	Understand own role in the classroom community and contribute to this community. Understand they belong to various groups and communities including the wider community. Understand the importance of shared responsibility within all communities.	Understand why it is important to be part of a community.	Understand the terms 'discrimination' and 'stereotype' Challenge stereotypes relating to gender and work.	Challenge discrimination and stereotypes in a range of situations.	Understand the benefits of living a diverse community and celebrate diversity. Talk appropriately with a wide range of adults.
	Economic Awareness; Money and Finance; Enterprise		Understand where money comes from. Recognise coins and notes. Understand the role of money in our society. Identify the types of work people do and different places of work. Recognise the choices people make to spend money on things they want and need. Understand why it is important to keep money safe.	Understand the importance of managing money carefully and spending it wisely. Understand that we cannot always afford the items we want to buy. Have a basic understanding of enterprise and contribute to enterprise activities.	Recognise their own spending choices.	Know about and reflect on own spending habits/ choices. Understand why financial management and planning is important.	Know about budgeting. Know and understand the principles of enterprise. Know and understand the principles of charity work.	Understand what it means to budget. Know and understand financial terms including loan, tax and discount. Make connections between own learning, the world of work and their future economic wellbeing. Show initiative and take responsibility for activities that develop enterprise capability. Understand profit and loss.

	Vocabulary (NYCC)		Coins Notes Change Value Saving Spending Safe Goals Strengths Achievements Aspiration Career Calculate Positive Wages Community Future	Credit Card Debit Card Contactless Needs Wants Stereotype – gender, ethnicities Respect Resilience Balance Unique	Budgeting Finance Bank Account Gaining Earning Enterprise Charity Finite Debt In Credit Poverty Equality	Attitudes Needs Wants Alues Debt Ambition Reflection Job prospects Poverty Benefits – what are they? Food Bank Discount Work, life balance Equality	Essentials Desires Cheap Expensive Bargain Saving Spending Discount ‘Value for money’ Recruitment Interview Incomings Outgoings Contributing Loan Tax Bill Benefits Manage Money CV Cost of living ‘best buys’ Equality	Employer Employee Employability Enterprise Online Banking Equality Discrimination Entrepreneur Pay Scale Pay Progression Business Interest Equalities act Credit Card Debit Card Contactless Passwords Pin Number Chip & pin Mortgage Insurance Extremeism and radicalisation
SRE Unit							Know how and understand why close relationships are formed, especially during adolescence. Understand why friendship is important in the establishment of close relationships. Know about and understand the physical, mental and emotional changes that take place during puberty. Learn about sex. Understand why friendship is important in the establishment of close relationships.	

						<p>Know the features of a healthy relationship.</p> <p>Understand what an unhealthy relationship is and know how to deal with relationship issues.</p> <p>Know about gender identities and have an awareness of transgender issues.</p> <p>Understand the difference between being transgender and transvestite</p>
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