

# St. John The Evangelist RCP School

## PSHE/RSHE Progression (Intent)



### SEND – Ambition and Access in PSHE

<b>Ambition – What are we aiming for children with SEND to achieve in this subject?</b>	<b>Access – What amendments are made in the teaching of PSHE in order to help children with SEND achieve?</b>
<p>We are ambitious in what our SEND children can achieve.</p> <p>We want children with SEND to take ownership of their own learning.</p> <p>We want our children to be able to decide upon and share their opinion and to be able to say why they feel the way they do.</p> <p>All children, regardless of their ability, will be given the opportunity to feel that their opinion and contribution is valued and valid.</p> <p>Children will know how to keep themselves safe, healthy and happy and how to seek help if they feel themselves not to be.</p>	<ul style="list-style-type: none"> <li>• Revisit and revise previous learning at the start of every lesson.</li> <li>• Model and scaffold forming opinions by adults teaching the lesson.</li> <li>• Mixed ability grouping – to enable all to take an active part. Pairings include children that would engage together, support each other, mentor and encourage SEND pupils to form and share opinions.</li> <li>• Adults being mindful that many children who experience disability live with feeling different every day.</li> <li>• Dealing with subjects sensitively.</li> <li>• Adults helping pupils to read/recognise emotions.</li> <li>• Adults understanding that some SEND neurodivergent pupils might not express feelings in a way we might expect.</li> <li>• Ensure that “sharing time” is a safe space which has clear rules.</li> <li>• Any “shared objects” must ensure all children are given an equal opportunity to talk and be heard.</li> <li>• Ten Ten resources include different questions for staff to utilise should they require them.</li> </ul>



**St. John The Evangelist RCP School**  
**EYFS PSHE/RSHE Progression (Intent)**

	AUTUMN		SPRING		SUMMER	
<b>Topic</b>		<b>M1 Unit 1&amp;2: Me, My Body, My Health</b>  Uniqueness, positive bodies, how to look after our bodies	<b>M1 Unit 3: Emotional Wellbeing</b> (likes, dislikes, self acceptance, feelings, actions & consequences)  <b>Unit 4: Growing Up</b> Human life cycle  <b>WHOLE SCHOOL: British Values Week</b>	<b>M2 Unit 1, 2 ,3 &amp; 4: Personal Relationships, Life online* and Keeping Safe</b> *new Sept 23  Special people, families, who to trust, friendships, behaviour, bullying, healthy relationships, boundaries, feeling poorly, people who help us, what the internet is and playing online, about safe and unsafe situations online, that they can ask for help from their special people.	<b>M2 Unit 1, 2 &amp;3: Personal Relationships &amp; Keeping Safe contd...</b>  Special people, families, who to trust, friendships, behaviour, bullying, healthy relationships, boundaries, feeling poorly, people who help us  <b>WHOLE SCHOOL: Enterprise Week</b>	<b>M3 Unit 1&amp;2: Living in the wider world</b>  Belonging to a community, helping at home, looking after our world, harm and improvement
<b>Prior Knowledge</b>	Children can:	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
<b>Prior Skills</b>	Children can:	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
<b>Intended Vocabulary</b>	See EYFS Glossary and unit planning					
<b>Aims</b>	<p>Our aim is that PSHE education at St John The Evangelist RC Primary School is a chance to give every child an equal opportunity to develop the knowledge and skills they need to thrive now and in the future. This includes helping them to deal with critical issues they face everyday such as friendships, emotional wellbeing and change. From making informed choices about challenging issues e.g. alcohol, peer pressure etc... to succeeding in their first job, we want PSHE to help our children prepare for all the opportunities, challenges, life-decisions and responsibilities they face.</p> <p>PSHE is the subject through which RSHE content is delivered. This is effective because of the overlap and connections between health, relationships, economic wellbeing and thriving in life and work.</p>					
<b>Resources</b>	<p>We use “Life to the full” (Ten Ten) as our main teaching resource from EYFS-Year 6 which is based on the structure of “A model Catholic RSHE Curriculum” and was highlighted as a work of good practice by the DfE.</p> <p>Any areas that are not covered by TenTen are either taught discretely e.g. Whole School British Values Week/ Enterprise Week or cross-curricular e.g. Science, Computing, Caritas.</p> <p>Curriculum coverage is carefully mapped out. Areas are constantly reinforced through assemblies and class projects e.g. Global Policing (Year 5).</p>					
<b>EYFS Statutory Requirements (ELG for PSE)</b>	<p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>					

	<p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					
<b>Intended Skills</b>	Children can:	Start to adopt a healthy lifestyle, including exercise, diet, sleep and personal hygiene	Use a language to describe their feelings Start to use simple strategies for managing feelings Start to use simple strategies for managing emotions and behaviour	Start to make good behaviour choices.	Ask for help from their special people of trust.	Help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. Care for others
<b>Intended Knowledge</b>	Children know:	<p>We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</p> <p>Our bodies are good and made by God</p> <p>The names of the parts of the body (not genitalia)</p> <p>That our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</p> <p>That it is natural for us to relate to and trust one another</p> <p>A language to describe their feelings</p> <p>That everyone experiences feelings, both good and bad</p> <p>Simple strategies for managing feelings</p> <p>Simple strategies for managing emotions and behaviour</p> <p>That we have choices and these choices can impact how we feel and respond.</p> <p>We can say sorry and forgive like Jesus</p> <p>That there are natural life stages from birth to death, and what these are.</p>	<p>Who special people are (e.g. parents, carers, friends) and what makes them special</p> <p>The importance of the nuclear family and of the wider family</p> <p>The importance of being close to and trusting of 'special people' and telling them is something is troubling them</p> <p>How their behaviour affects other people and that there is appropriate and inappropriate behaviour</p> <p>The characteristics of positive and negative relationships</p> <p>About different types of teasing and that all bullying is wrong and unacceptable</p> <p>To recognise when they have been unkind to others and say sorry.</p> <p>That when we are unkind, we hurt God and should say sorry.</p> <p>To recognise when people are being unkind to them and others and how to respond.</p> <p>That we should forgive like Jesus forgives.</p>	<p>About safe and unsafe situations indoors and outdoors, including online.</p> <p>That they can ask for help from their special people.</p> <p>To know they are entitled to bodily privacy</p> <p>That they can and should be open with 'special people' they trust if anything troubles them</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> <p>Medicines should only be taken when a parent or doctor gives them to us.</p> <p>Medicines are not sweets.</p> <p>We should always try to look after our bodies because God created them and gifted them to us.</p> <p>There are lots of jobs designed to help us.</p> <p>Paramedics help us in a medical emergency.</p> <p>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>	<p>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p> <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</p> <p>About what harms and what improves the world in which they live</p>

				<p>That the internet connects us to others. That the internet helps us in lots of ways. Only Jesus can help us with everything. About safe and unsafe situations online. That they can ask for help from their special people.</p>		
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**St. John The Evangelist RCP School**  
**Year 1 and Year 2 PSHE/RSHE Progression (Intent)**

	AUTUMN	SPRING	SUMMER		
<b>Topic</b>	<p><b>M1 Unit 1&amp;2: Me, My Body, My Health</b>            Uniqueness, similarities, difference, respecting others, bodies are good, stereotypes, taking care of our bodies, diet, germs, exercise</p>	<p><b>M1 Unit 3: Emotional Wellbeing</b>            Feelings, likes, dislikes, actions, managing feelings, choices &amp; consequences</p> <p><b>M1 Unit 4: Life Cycles</b>            Growth, Birth to death</p> <p><b>WHOLE SCHOOL: British Values Week</b></p>	<p><b>M2 Unit 1&amp;2 &amp;3: Personal Relationships and Life Online</b>            * new unit Sept 23            Families, healthy relationships, bullying, behaviours, treating others well, what to do in different circumstances, cause and effect. That the internet connects us to others and helps us in lots of ways. Our feelings matter – both online and offline. Understand safe and unsafe situations, including online.            Ask for adult help with anything that worries them or makes them feel unsafe</p>	<p><b>M2 Unit 4: Keeping Safe</b>            Safe in real life and online, good and bad secrets, physical contact, harmful substances, basic first aid, emergency 999 situations</p> <p><b>WHOLE SCHOOL: Enterprise Week</b></p>	<p><b>M3 Unit 1&amp;2: Living in the wider world</b>            Local and global communities, belonging, rights and responsibilities, harmful and helpful behaviours</p>
<b>Prior Knowledge</b>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>We are each unique, with individual gifts, talents and skills</li> <li>Whilst we all have similarities because we are made in God's image, difference is part of God's plan</li> <li>That their bodies are good and made by God</li> <li>The names of the parts of the body (not genitalia)</li> <li>That our bodies are good and we need to look after them</li> <li>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul>	<p>Children can express that:</p> <ul style="list-style-type: none"> <li>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>That it is natural for us to relate to and trust one another</li> <li>A language to describe their feelings</li> <li>An understanding that everyone experiences feelings, both good and bad</li> <li>Simple strategies for managing feelings</li> <li>Simple strategies for managing emotions and behaviour</li> <li>That we have choices and these choices can impact how we feel and respond.</li> <li>We can say sorry and forgive like Jesus</li> </ul>	<p>Children are able to describe:</p> <ul style="list-style-type: none"> <li>Special people (e.g. parents, carers, friends) and what makes them special</li> <li>The importance of the nuclear family and of the wider family</li> <li>The importance of being close to and trusting of 'special people' and telling them if something is troubling them</li> <li>How their behaviour affects other people and that there is</li> </ul>	<p>Children can explain:</p> <ul style="list-style-type: none"> <li>About safe and unsafe situations indoors and outdoors, including online</li> <li>That they can ask for help from their special people</li> <li>That they are entitled to bodily privacy</li> <li>That they can and should be open with 'special people' they trust if anything troubles them</li> <li>That there are different people</li> </ul>	<p>Children can express:</p> <ul style="list-style-type: none"> <li>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</li> <li>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>That we have a duty of care for others and for the world we live in (charity work, recycling, etc)</li> <li>About what harms and what improves the world in which they live</li> </ul>

				<p>appropriate and inappropriate behaviour</p> <ul style="list-style-type: none"> <li>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind to others and say sorry</li> <li>• That when we are unkind, we hurt God and should say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• That we should forgive like Jesus forgives</li> </ul>	<p>we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest</p> <ul style="list-style-type: none"> <li>• That medicines should only be taken when a parent or doctor gives them to us</li> <li>• That medicines are not sweets</li> <li>• That we should always try to look after our bodies because God created them and gifted them to us</li> <li>• That there are lots of jobs designed to help us</li> <li>• That paramedics help us in a medical emergency</li> <li>• That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</li> </ul>	
<b>Prior Skills</b>		Start to adopt a healthy lifestyle, including exercise, diet, sleep and personal hygiene	Use a language to describe their feelings Start to use simple strategies for managing feelings Start to use simple strategies for managing emotions and behaviour	Start to make good behaviour choices.	Ask for help from their special people of trust.	Help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. Care for others and for the world we live in (charity work, recycling etc.);
<b>Intended Vocabulary</b>		See KS1 Key Vocabulary document and unit planning				
<b>Aims</b>	<p>Our aim is that PSHE education at St John The Evangelist RC Primary School is a chance to give every child an equal opportunity to develop the knowledge and skills they need to thrive now and in the future. This includes helping them to deal with critical issues they face everyday such as friendships, emotional wellbeing and change. From making informed choices about challenging issues e.g. alcohol, peer pressure etc... to succeeding in their first job, we want PSHE to help our children prepare for all the opportunities, challenges, life-decisions and responsibilities they face. PSHE is the subject through which RSHE content is delivered. This is effective because of the overlap and connections between health, relationships, economic wellbeing and thriving in life and work.</p>					
<b>Resources</b>	<p>We use "Life to the full" (Ten Ten) as our main teaching resource from EYFS-Year 6 which is based on the structure of "A model Catholic RSHE Curriculum" and was highlighted as a work of good practice by the DfE.</p> <p>Any areas that are not covered by TenTen are either taught discretely e.g. Whole School British Values Week/ Enterprise Week or cross-curricular e.g. Science, Computing, Caritas.</p> <p>Curriculum coverage is carefully mapped out. Areas are constantly reinforced through assemblies and class projects e.g. Global Policing (Year 5).</p>					

# Statutory Requirements (NC)

RELATIONSHIPS EDUCATION	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability. <b>EYFS KS1 LKS2 UKS2</b></li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. <b>EYFS KS1 LKS2 UKS2</b></li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <b>EYFS KS1 LKS2 UKS2</b></li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. <b>EYFS KS1 LKS2 UKS2</b></li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <b>UKS2</b></li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <b>EYFS KS1 LKS2 UKS2</b></li> </ul>

Caring Friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends. <b>EYFS KS1 LKS2 UKS2</b></li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <b>EYFS KS1 LKS2 UKS2</b></li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>EYFS KS1 LKS2 UKS2</b></li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <b>EYFS KS1 LKS2 UKS2</b></li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <b>EYFS KS1 LKS2 UKS2</b></li> </ul>
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Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. <b>EYFS KS1 LKS2 UKS2</b></li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships. <b>EYFS KS1 LKS2 UKS2</b></li> <li>the conventions of courtesy and manners. <b>EYFS KS1 LKS2 UKS2</b></li> </ul>
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<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness. <b>EYFS LKS2 UKS2</b></li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <b>EYFS KS1 LKS2 UKS2</b></li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <b>EYFS KS1 LKS2 UKS2</b></li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive. <b>LKS2 UKS2</b></li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults. <b>EYFS KS1 UKS2</b></li> </ul>
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Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not. <b>LKS2 UKS2</b></li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <b>LKS2 UKS2</b></li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <b>EYFS KS1 LKS2 UKS2</b></li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <b>LKS2 UKS2</b></li> </ul>
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Keeping Safe	<ul style="list-style-type: none"> <li>how information and data is shared and used online. <b>LKS2 UKS2</b></li> </ul>
	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>EYFS KS1 LKS2 UKS2</b></li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. <b>EYFS KS1 LKS2 UKS2</b></li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>EYFS KS1 LKS2 UKS2</b></li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <b>EYFS KS1 LKS2 UKS2</b></li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult. <b>EYFS KS1 LKS2 UKS2</b></li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>EYFS KS1 LKS2</b></li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>KS1 LKS2 UKS2</b></li> <li>where to get advice e.g. family, school and/or other sources. <b>EYFS KS1 LKS2 UKS2</b></li> </ul>

HEALTH EDUCATION	
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health. <b>LKS2 UKS2</b></li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <b>EYFS KS1 LKS2 UKS2</b></li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <b>EYFS KS1 LKS2 UKS2</b></li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <b>EYFS KS1 LKS2 UKS2</b></li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <b>EYFS KS1 LKS2 UKS2</b></li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <b>EYFS LKS2 UKS2</b></li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <b>LKS2 UKS2</b></li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <b>EYFS KS1 LKS2 UKS2</b></li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or</li> </ul>

	<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online). EYFS LKS2 UKS2</p> <ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. LKS2 UKS2</li> </ul> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits. EYFS KS1 LKS2 UKS2</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. EYFS LKS2 UKS2</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. KS1 LKS2 UKS2</li> <li>why social media, some computer games and online gaming, for example, are age restricted. UKS2</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. KS1 LKS2 UKS2</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. LKS2 UKS2</li> <li>where and how to report concerns and get support with issues online. EYFS KS1 LKS2 UKS2</li> </ul> <p>about menstrual wellbeing including the key facts about the menstrual cycle. LKS2 UKS2</p>	<p>Pupils should know</p> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle. EYFS KS1 LKS2 UKS2</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. EYFS LKS2 UKS2</li> <li>the risks associated with an inactive lifestyle (including obesity). LKS2 UKS2</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health. KS1 LKS2 UKS2</li> </ul> <p>Pupils should know</p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content). EYFS KS1 LKS2 UKS2</li> <li>the principles of planning and preparing a range of healthy meals. KS1 LKS2 UKS2</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). EYFS KS1 LKS2 UKS2</li> </ul> <p>Pupils should know</p> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. KS1 LKS2 UKS2</li> </ul>	<p>Pupils should know</p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. EYFS</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. EYFS KS1 LKS2 UKS2</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. EYFS KS1 LKS2 UKS2</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. EYFS KS1 LKS2 UKS2</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. EYFS KS1 LKS2 UKS2</li> <li>the facts and science relating to immunisation and vaccination. KS1 LKS2 UKS2</li> </ul> <p>Pupils should know:</p> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary. EYFS KS1 LKS2 UKS2</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries. KS1 LKS2 UKS2</li> </ul> <p>Pupils should know:</p> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. LKS2 UKS2</li> </ul>
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<p><b>Intended Skills</b></p>	<p>Children can:</p>	<p>Make good choices in relation to a healthy lifestyle, including physical activity, dental health and healthy eating. Start to make good choices around sleep, rest and recreation.</p>	<p>Use a developing language to express feelings and actions. Choose good actions. Use an increasing amount of strategies for managing feelings and for good behaviour.</p>	<p>Make good choices about appropriate behaviour, especially teasing and bullying.</p>	<p>Start to resist pressure when feeling unsafe. Ask for help from trusted adults. Ask for basic first aid. Call 999 in an emergency situation.</p>	<p>Help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p>
<p><b>Intended Knowledge</b></p>	<p>Children can:</p>	<p>To learn that we are unique, with individual gifts, talents and skills. Our bodies are good; The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia); Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family. Our bodies are good and we need to look after them; What constitutes a healthy lifestyle, including physical</p>	<p>That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we</p>	<p>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them. How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and</p>	<p>To understand safe and unsafe situations, including online. The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe. To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for</p>	<p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world</p>

		<p>activity, dental health and healthy eating;  The importance of sleep, rest and recreation for our health;  How to maintain personal hygiene.</p>	<p>are called to receive forgiveness and to forgive others when they do;  That Jesus died on the cross so that we would be forgiven.</p>	<p>that all bullying is wrong and unacceptable.  To recognise when they have been unkind and say sorry;  To recognise when people are being unkind to them and others and how to respond;  To know that when we are unkind to others, we hurt God also and should say sorry to him as well;  To know that we should forgive like Jesus forgives.  That the internet connects us to others and helps us in lots of ways. Our feelings matter – both online and offline. Understand safe and unsafe situations, including online.  Ask for adult help with anything that worries them or makes them feel unsafe</p>	<p>us, including our parents or carers, teachers and our parish priest.  Medicines are drugs, but not all drugs are good for us.  Alcohol and tobacco are harmful substances.  Our bodies are created by God, so we should take care of them and be careful about what we consume.  They should call 999 in an emergency and ask for ambulance, police and/or fire brigade  If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.  Some basic principles of First Aid</p>	<p>in which we live.</p>
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**St. John The Evangelist RCP School**  
**Year 3 and Year 4 PSHE/RSHE Progression (Intent)**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>		
<b>Topic</b>	<b>M1 Unit 1&amp;2: Me, My Body, My Health</b> similarities, differences, self-respect, respecting others, respecting our bodies, Puberty (Y4 only)	<b>M1 Unit 3: Emotional Wellbeing</b> Definition, emotional changes, media images not reflecting reality, unacceptable behaviour, resilience  <b>WHOLE SCHOOL:</b> <b>British Values Week</b>	<b>M2 Unit 1&amp;2: Personal Relationships</b> Friends, families and others, healthy families and friendships, bullying (impact/responsibilities/mental wellbeing/what to do)	<b>M2 Unit 3: Keeping Safe</b> Sharing online, chatting online, safe in my body, drugs, alcohol, tobacco, first aid heroes  <b>WHOLE SCHOOL:</b> <b>Enterprise Week</b>	<b>M3 Unit 1&amp;2: Living in the wider world</b> Catholic Social teaching, the common good, dignity of the person, stewardship, social relationships
<b>Prior Knowledge</b>	Children can explain: <ul style="list-style-type: none"> <li>• That we are unique, with individual gifts, talents and skills</li> <li>• That our bodies are good</li> <li>• The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools)</li> <li>• That girls and boys have been created by God to be both similar and different and together make up the richness of the human family</li> <li>• Our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>• The importance of sleep, rest and recreation for our health;</li> <li>• How to maintain personal hygiene</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• That it is natural for us to relate to and trust one another</li> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• A language to describe our feelings</li> <li>• In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <li>• Simple strategies for managing feelings and for good behaviour</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> <li>• That Jesus died on the cross so that we would be forgiven</li> </ul>	Children are able to describe: <ul style="list-style-type: none"> <li>• 'Special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>• The importance of nuclear and wider family</li> <li>• The importance of being close to and trusting special people and telling them if something is troubling them</li> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable</li> <li>• When they have been unkind and say sorry</li> <li>• When people are being unkind to them and others and how to respond</li> <li>• When we are unkind to others, we hurt God also and should say sorry to him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• Some safe and unsafe situations, including online</li> <li>• The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>• How to resist pressure when feeling unsafe</li> <li>• That they are entitled to bodily privacy</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</li> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> <li>• That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</li> <li>• Some basic principles of First Aid</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, nation and global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• What harms and what improves the world in which we live in simple terms</li> </ul>
<b>Prior Skills</b>	Start to adopt a healthy lifestyle, including exercise, diet, sleep and personal hygiene	Use a language to describe their feelings Start to use simple strategies for managing feelings Start to use simple strategies for managing emotions and behaviour	Start to make good behaviour choices.	Ask for help from their special people of trust.	Help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. Care for others and for the world we live in (charity work, recycling etc.);

<b>Intended Vocabulary</b>	See Lower KS2 Key Vocabulary document and unit planning		
<b>Aims</b>	Our aim is that PSHE education at St John The Evangelist RC Primary School is a chance to give every child an equal opportunity to develop the knowledge and skills they need to thrive now and in the future. This includes helping them to deal with critical issues they face everyday such as friendships, emotional wellbeing and change. From making informed choices about challenging issues e.g. alcohol, peer pressure etc... to succeeding in their first job, we want PSHE to help our children prepare for all the opportunities, challenges, life-decisions and responsibilities they face. PSHE is the subject through which RSHE content is delivered. This is effective because of the overlap and connections between health, relationships, economic wellbeing and thriving in life and work.		
<b>Resources</b>	We use “Life to the full” (Ten Ten) as our main teaching resource from EYFS-Year 6 which is based on the structure of “A model Catholic RSHE Curriculum” and was highlighted as a work of good practice by the DfE. Any areas that are not covered by TenTen are either taught discretely e.g. Whole School British Values Week/ Enterprise Week or cross-curricular e.g. Science, Computing, Caritas. Curriculum coverage is carefully mapped out. Areas are constantly reinforced through assemblies and class projects e.g. Global Policing (Year 5).		
<b>Statutory Requirements (NC)</b>	<p style="text-align: center;"><b>RELATIONSHIPS EDUCATION</b></p> <p><b>Families and people who care for me</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability. EYFS KS1 LKS2 UKS2</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. EYFS KS1 LKS2 UKS2</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. EYFS KS1 LKS2 UKS2</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. EYFS KS1 LKS2 UKS2</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. UKS2</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. EYFS KS1 LKS2 UKS2</li> </ul>	<p><b>Caring Friendships</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends. EYFS KS1 LKS2 UKS2</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. EYFS KS1 LKS2 UKS2</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. EYFS KS1 LKS2 UKS2</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. EYFS KS1 LKS2 UKS2</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. EYFS KS1 LKS2 UKS2</li> </ul>	<p><b>Respectful relationships</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. EYFS KS1 LKS2 UKS2</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships. EYFS KS1 LKS2 UKS2</li> <li>the conventions of courtesy and manners. EYFS KS1 LKS2 UKS2</li> </ul>

<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness. EYFS LKS2 UKS2</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. EYFS KS1 LKS2 UKS2</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. EYFS KS1 LKS2 UKS2</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive. LKS2 UKS2</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults. EYFS KS1 UKS2</li> </ul>
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<b>Online Relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not. LKS2 UKS2</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. LKS2 UKS2</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. EYFS KS1 LKS2 UKS2</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. LKS2 UKS2</li> </ul>
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	<ul style="list-style-type: none"> <li>how information and data is shared and used online. LKS2 UKS2</li> </ul>
<b>Keeping Safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). EYFS KS1 LKS2 UKS2</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. EYFS KS1 LKS2 UKS2</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. EYFS KS1 LKS2 UKS2</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. EYFS KS1 LKS2 UKS2</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult. EYFS KS1 LKS2 UKS2</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard. EYFS KS1 LKS2 UKS2</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so. KS1 LKS2 UKS2</li> <li>where to get advice e.g. family, school and/or other sources. EYFS KS1 LKS2 UKS2</li> </ul>

<b>HEALTH EDUCATION</b>	
	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health. LKS2 UKS2</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. EYFS KS1 LKS2 UKS2</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. EYFS KS1 LKS2 UKS2</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. EYFS KS1 LKS2 UKS2</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. EYFS KS1 LKS2 UKS2</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. EYFS LKS2 UKS2</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. LKS2 UKS2</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. EYFS KS1 LKS2 UKS2</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or</li> </ul>
<b>Mental wellbeing</b>	

	<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online). EYFS LKS2 UKS2</p> <ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. LKS2 UKS2</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits. EYFS KS1 LKS2 UKS2</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. EYFS LKS2 UKS2</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. KS1 LKS2 UKS2</li> <li>why social media, some computer games and online gaming, for example, are age restricted. UKS2</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. KS1 LKS2 UKS2</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. LKS2 UKS2</li> <li>where and how to report concerns and get support with issues online. EYFS KS1 LKS2 UKS2</li> </ul>
	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle. LKS2 UKS2</li> </ul>

<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle. EYFS KS1 LKS2 UKS2</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. EYFS LKS2 UKS2</li> <li>the risks associated with an inactive lifestyle (including obesity). LKS2 UKS2</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health. KS1 LKS2 UKS2</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content). EYFS KS1 LKS2 UKS2</li> <li>the principles of planning and preparing a range of healthy meals. KS1 LKS2 UKS2</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). EYFS KS1 LKS2 UKS2</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. KS1 LKS2 UKS2</li> </ul>

<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. EYFS</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. EYFS KS1 LKS2 UKS2</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. EYFS KS1 LKS2 UKS2</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. EYFS KS1 LKS2 UKS2</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. EYFS KS1 LKS2 UKS2</li> <li>the facts and science relating to immunisation and vaccination. KS1 LKS2 UKS2</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary. EYFS KS1 LKS2 UKS2</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries. KS1 LKS2 UKS2</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. LKS2 UKS2</li> </ul>

<p><b>Intended Skills</b></p>	<p>Children can:</p>	<p>Work as a team to create a community. Respect their bodies and other people's bodies. Make the right choices during change and puberty.</p>	<p>Choose positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talk to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</p>	<p>Use strategies when relationships go wrong. Choose healthy relationships. Demonstrate a greater awareness of bullying. Respond appropriately to unhealthy relationships.</p>	<p>Use technology safely. Report and get help if they encounter inappropriate materials or messages. Help in an emergency using their First Aid knowledge and to keep calm.</p>	<p>Demonstrate practical ways of loving and caring for others.</p>
<p><b>Intended Knowledge</b></p>	<p>Children can:</p>	<p>Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc). About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do Learn what the term puberty means; Learn when they can expect puberty to take place; Understand that puberty is part of God's plan for our bodies. Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.</p>	<p>That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest). To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p>	<p>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'. Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p>	<p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages. How to use technology safely; That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages. To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. Medicines are drugs, but</p>	<p>To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p>

					<p>not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume. In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.</p>	
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**St. John The Evangelist RCP School**  
**Year 5 and Year 6 PSHE/RSHE Progression (Intent)**

	<b>AUTUMN</b>		<b>SPRING</b>		<b>SUMMER</b>	
<b>Topic</b>		<b>M1 Unit 1&amp;2: Me, My Body, My Health</b> Community, friendships, families, puberty, appropriate boundaries, personal hygiene, making healthy choices	<b>M1 Unit 3: Emotional Wellbeing</b> Body image, peer pressure, peculiar feelings, emotional changes  <b>M1 Unit 4: Life Cycles</b> Menstruation, Bereavement  <b>WHOLE SCHOOL: British Values Week</b>	<b>M2 Unit 1&amp;2: Personal Relationships</b> Peer pressure and strategies to avoid it, consent and bodily autonomy, self care	<b>M2 Unit 3: Keeping Safe</b> What things should we share/not share? Cyberbullying, tyoes of abuse, impacted lifestyles, making good choices, giving assistance  <b>WHOLE SCHOOL: Enterprise Week</b>	<b>M3 Unit 1&amp;2: Living in the wider world</b> Catholic Social teaching, the common good, dignity of the person, stewardship, social relationships, making a difference to the world
<b>Prior Knowledge</b>		Children can explain: <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do</li> </ul> <b>Year 4 onwards</b> <ul style="list-style-type: none"> <li>• What the term puberty means</li> <li>• When they can expect puberty to take place</li> <li>• That puberty is part of God's plan for our bodies</li> <li>• Correct naming of genitalia</li> <li>• What changes will happen to boys during puberty</li> <li>• What changes will happen to girls during puberty</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects)</li> <li>• A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action</li> <li>• What emotional well-being means;</li> <li>• That positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>• That talking to trusted people helps emotional well-being (eg parents/carer/teacher/parish priest)</li> <li>• That images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</li> </ul>	Children can describe: <ul style="list-style-type: none"> <li>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong</li> <li>• That there are different types of relationships including those between acquaintances, friends, relatives and family</li> <li>• That good friendship is when both persons enjoy each other's company and also want what is truly best for the other</li> <li>• The difference between a group of friends and a 'clique'</li> <li>• Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>• Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• That their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• How to use technology safely</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> </ul>	Children can explain: <ul style="list-style-type: none"> <li>• That God wants His Church to love and care for others</li> <li>• Practical ways of loving and caring for others</li> </ul>

					<ul style="list-style-type: none"> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• How to use technology safely</li> <li>• That bad language and bad behaviour are inappropriate</li> <li>• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others</li> <li>• How to report and get help if they encounter inappropriate materials or messages</li> <li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</li> <li>• That medicines are drugs, but not all drugs are good for us</li> <li>• That alcohol and tobacco are harmful substances</li> <li>• That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>• That in an emergency, it is important to remain calm</li> <li>• That quick reactions in an emergency can save a life</li> <li>• How to help in an emergency using their First Aid knowledge</li> </ul>	
<b>Prior Skills</b>		Work as a team to create a community. Respect their bodies and other people's bodies. Make the right choices during change and puberty.	Choose positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talk to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).	Use strategies when relationships go wrong. Choose healthy relationships. Demonstrate a greater awareness of bullying. Respond appropriately to unhealthy relationships.	Use technology safely. Report and get help if they encounter inappropriate materials or messages. Help in an emergency using their First Aid knowledge and to keep calm.	Demonstrate practical ways of loving and caring for others.
<b>Intended Vocabulary</b>	See Upper KS2 Key Vocabulary document and unit planning					
<b>Aims</b>	Our aim is that PSHE education at St John The Evangelist RC Primary School is a chance to give every child an equal opportunity to develop the knowledge and skills they need to thrive now and in the future. This includes helping them to deal with critical issues they face everyday such as friendships, emotional wellbeing and change. From making informed choices about challenging issues e.g. alcohol, peer pressure etc... to succeeding in their first job, we want PSHE to help our children prepare for all the opportunities, challenges, life-decisions and responsibilities they face.					

PSHE is the subject through which RSHE content is delivered. This is effective because of the overlap and connections between health, relationships, economic wellbeing and thriving in life and work.

**Resources**  
 We use “Life to the full” (Ten Ten) as our main teaching resource from EYFS-Year 6 which is based on the structure of “A model Catholic RSHE Curriculum” and was highlighted as a work of good practice by the DfE.  
 Any areas that are not covered by TenTen are either taught discretely e.g. Whole School British Values Week/ Enterprise Week or cross-curricular e.g. Science, Computing, Caritas.  
 Curriculum coverage is carefully mapped out. Areas are constantly reinforced through assemblies and class projects e.g. Global Policing (Year 5).

**Statutory Requirements (NC)**

RELATIONSHIPS EDUCATION	
<p><b>Families and people who care for me</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability. <i>EYFS KS1 LKS2 UKS2</i></li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. <i>EYFS KS1 LKS2 UKS2</i></li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <i>EYFS KS1 LKS2 UKS2</i></li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. <i>EYFS KS1 LKS2 UKS2</i></li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <i>UKS2</i></li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <i>EYFS KS1 LKS2 UKS2</i></li> </ul>	<p><b>Caring Friendships</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends. <i>EYFS KS1 LKS2 UKS2</i></li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <i>EYFS KS1 LKS2 UKS2</i></li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <i>EYFS KS1 LKS2 UKS2</i></li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <i>EYFS KS1 LKS2 UKS2</i></li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <i>EYFS KS1 LKS2 UKS2</i></li> </ul>
<p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness. <i>EYFS LKS2 UKS2</i></li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <i>EYFS KS1 LKS2 UKS2</i></li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <i>EYFS KS1 LKS2 UKS2</i></li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive. <i>LKS2 UKS2</i></li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults. <i>EYFS KS1 UKS2</i></li> </ul>	<p><b>Online Relationships</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not. <i>LKS2 UKS2</i></li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <i>LKS2 UKS2</i></li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <i>EYFS KS1 LKS2 UKS2</i></li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <i>LKS2 UKS2</i></li> </ul>
<p><b>Respectful relationships</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. <i>EYFS KS1 LKS2 UKS2</i></li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships. <i>EYFS KS1 LKS2 UKS2</i></li> <li>the conventions of courtesy and manners. <i>EYFS KS1 LKS2 UKS2</i></li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>how information and data is shared and used online. <i>LKS2 UKS2</i></li> </ul> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <i>EYFS KS1 LKS2 UKS2</i></li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. <i>EYFS KS1 LKS2 UKS2</i></li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <i>EYFS KS1 LKS2 UKS2</i></li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <i>EYFS KS1 LKS2 UKS2</i></li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult. <i>EYFS KS1 LKS2 UKS2</i></li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard. <i>EYFS KS1 LKS2</i></li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so. <i>KS1 LKS2 UKS2</i></li> <li>where to get advice e.g. family, school and/or other sources. <i>EYFS KS1 LKS2 UKS2</i></li> </ul>
<p><b>HEALTH EDUCATION</b></p>	
<p><b>Mental wellbeing</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health. <i>LKS2 UKS2</i></li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <i>EYFS KS1 LKS2 UKS2</i></li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <i>EYFS KS1 LKS2 UKS2</i></li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <i>EYFS KS1 LKS2 UKS2</i></li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <i>EYFS KS1 LKS2 UKS2</i></li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <i>EYFS LKS2 UKS2</i></li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <i>LKS2 UKS2</i></li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <i>EYFS KS1 LKS2 UKS2</i></li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or</li> </ul>	

	<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online). EYFS LKS2 UKS2</p> <ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. LKS2 UKS2</li> </ul> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits. EYFS KS1 LKS2 UKS2</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. EYFS LKS2 UKS2</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. KS1 LKS2 UKS2</li> <li>why social media, some computer games and online gaming, for example, are age restricted. UKS2</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. KS1 LKS2 UKS2</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. LKS2 UKS2</li> <li>where and how to report concerns and get support with issues online. EYFS KS1 LKS2 UKS2</li> </ul> <p>about menstrual wellbeing including the key facts about the menstrual cycle. LKS2 UKS2</p>	<p>Pupils should know</p> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle. EYFS KS1 LKS2 UKS2</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. EYFS LKS2 UKS2</li> <li>the risks associated with an inactive lifestyle (including obesity). LKS2 UKS2</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health. KS1 LKS2 UKS2</li> </ul> <p>Pupils should know</p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content). EYFS KS1 LKS2 UKS2</li> <li>the principles of planning and preparing a range of healthy meals. KS1 LKS2 UKS2</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). EYFS KS1 LKS2 UKS2</li> </ul> <p>Pupils should know</p> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. KS1 LKS2 UKS2</li> </ul>	<p>Pupils should know</p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. EYFS</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. EYFS KS1 LKS2 UKS2</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. EYFS KS1 LKS2 UKS2</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. EYFS KS1 LKS2 UKS2</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. EYFS KS1 LKS2 UKS2</li> <li>the facts and science relating to immunisation and vaccination KS1 LKS2 UKS2</li> </ul> <p>Pupils should know:</p> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary. EYFS KS1 LKS2 UKS2</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries. KS1 LKS2 UKS2</li> </ul> <p>Pupils should know:</p> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. LKS2 UKS2</li> </ul>
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<b>Intended Skills</b>	Children can:	<p>Demonstrate growth in self-confidence.</p> <p>Demonstrate the ability to acknowledge changes during puberty.</p> <p>Respect their bodies and others.</p> <p>make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	<p>Make good choices in relation to their lifestyle and behaviour.</p> <p>Choose activities to lift their emotional well-being.</p> <p>Start to manage the onset of menstruation.</p> <p>Use some ways to support themselves and others when grieving.</p>	<p>Adopt strategies to resist pressure.</p> <p>Demonstrate developing strategies that will positively impact their actions;</p>	<p>Use technology safely.</p> <p>Report and get help if they encounter inappropriate materials or messages.</p>	<p>Involvement in current social teaching issues.</p>
<b>Intended Knowledge</b>	Children can:	<p>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</p> <p>Self-confidence arises from being loved by God (not status, etc).</p> <p>That human beings are different to other animals;</p> <p>About the unique growth and development of humans, and the changes that girls will experience</p>	<p>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>To deepen their understanding of the range</p>	<p>Pressure comes in different forms, and what those different forms are;</p> <p>There are strategies that they can adopt to resist pressure.</p> <p>Understand what consent and bodily autonomy means;</p> <p>Discuss and reflect on different scenarios in which it is right to say 'no'.</p>	<p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if</p>	<p>Pupils will learn to apply the principles of Catholic Social Teaching to current issues.</p> <p>Pupils will find ways in which they can spread God's love in their community.</p>

		<p>during puberty;          About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;          The need for modesty and appropriate boundaries.          That human beings are different in kind to other animals;          About the unique growth and development of humans, and the changes that boys will experience during puberty;          About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;          The need for modesty and appropriate boundaries.          How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	<p>and intensity of their feelings; that 'feelings' are not good guides for action.          That some behaviour is wrong, unacceptable, unhealthy or risky.          Emotions change as they grow up (including hormonal effects);          To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;          About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.          About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;          Some practical help on how to manage the onset of menstruation.          What "death" means.          About some feelings often associated with grief.          Some ways to support themselves and others when grieving.</p>	<p>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;          Apply this approach to personal friendships and relationships</p>	<p>they encounter inappropriate materials or messages.          What the term cyberbullying means and examples of it;          What cyberbullying feels like for the victim;          How to get help if they experience cyberbullying.          To judge well what kind of physical contact is acceptable or unacceptable and how to respond.          That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.          Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.          Learn how to make good choices about substances that will have a positive impact on their health.          Know that our bodies are created by God, so we should take care of them and be careful about what we consume.          Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco          Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies          The recovery position can be used when a person is unconscious but breathing.          DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>	
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