



Rushbury C of E Primary School

PSHE and RSE Skills and Knowledge Progression

Personal, social health and economic education, and relationships and sex education

Year A

Class	Ticklerton		Gretton		Stanway	
Topics	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family and Relationships	<p>Exploring how families are different to each other.</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Identifying who I can trust. Exploring the negative impact of stereotyping.</p>	<p>To know that I can talk to trusted adults or services such as ChildLine if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To understand that there are similarities</p>	<p>Identifying ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p>	<p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p>

				and differences between people		
Health and Wellbeing	Learning how to wash hands properly.	To understand we can limit the spread of germs by having good hand hygiene.	Understanding why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.
	Learning how to deal with an allergic reaction.	To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To know the different food groups and how much of each of them we should have to have a balanced diet.	Considering calories and food groups to plan healthy meals.	To know that calories are the unit that we use to measure the amount of energy certain foods give us.
	Exploring positive sleep habits.	To know that certain foods and other things can cause allergic reactions in some people	Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging.	Developing greater responsibility for ensuring good quality sleep.	To know that what we do before bed can affect our sleep quality.
	Identifying different ways to manage feelings.	To know that sleep helps my body to repair itself, to grow and restores my energy.		To understand what a problem or barrier is and that these can be overcome.	Taking responsibility for my own feelings.	
		To know that strengths are things we are good at.			Transition	Y5: To understand the skills needed for roles in school.
		To know that qualities describe what we are like.			Y5: Recognising own skills and how these can be developed.	Y6: To know that a big change can bring opportunities but also worries.
		To know the words to describe some positive and negative emotions.			Y6: Exploring a greater range of strategies to deal with feelings associated with change.	
Safety and the Changing Body	Learning what is and is not safe to put in or on our bodies.	To know that some types of physical contact are never appropriate.	Exploring ways to respond to cyberbullying or unkind behaviour online.	To understand that cyberbullying is bullying which takes place online.	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic).

	<p>Practising making an emergency phone call.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.</p>	<p>Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make. Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know the rules for being safe near roads. To understand that other people can influence our choices. To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Learning to make 'for' and 'against' arguments to help with decision making. Identifying reliable sources of help with puberty. Learning about how to help someone who is bleeding.</p>	<p>To know some of the possible risks online. To know some strategies I can use to overcome pressure from others and make my own decisions. To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people. To know how to assess a casualty's condition.</p>
<p>Citizenship and Economic Wellbeing</p>	<p>Recognising why rules are necessary. Exploring the differences between people. Discussing what to do if we find money. Exploring choices people make about money.</p>	<p>To know the rules in school. To understand that people are all different. To know that coins and notes have different values. To know some of the ways children may receive money.</p>	<p>Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights.</p>	<p>To understand the UN Convention on the Rights of the Child. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand the role of charities in the community.</p>	<p>Developing an understanding of how parliament and Government work. Discussing risks associated with money.</p>	<p>To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know some ways that people lose money.</p>

		To know that it is wrong to steal money.	Considering the advantages and disadvantages of different payment methods.	<p>To understand that there are different ways to pay for things.</p> <p>To understand that there are a range of jobs available.</p> <p>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>		
					Yr 6 – Identity Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how others see us.

Health and Wellbeing	<p>Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal.</p> <p>Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.</p>	<p>To know that food and drinks with lots of sugar are bad for my teeth.</p> <p>To understand the balance of foods we need to keep healthy.</p>	<p>Developing independence in looking after my teeth.</p> <p>Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.</p>	<p>To know key facts about dental health.</p> <p>To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical.</p>	<p>Discussing ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. Setting achievable goals for a healthy lifestyle.</p> <p>Developing strategies for being resilient in challenging situations.</p>	<p>To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.</p>
		<p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Discussing how to seek help if I need to.</p>	<p>To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.</p>	<p>Transition Y5: Recognising own skills and how these can be developed. Y6: Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>Y5: To understand the skills needed for roles in school. Y6: To know that a big change can bring opportunities but also worries.</p>

<p>Safety and the Changing Body</p>	<p>Discussing the concept of privacy. Exploring ways to stay safe online.</p> <p>Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body including private parts.</p>	<p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Exploring online relationships including dealing with problems.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Yr 6 Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Placing an unresponsive patient into the recovery position.</p>	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p> <p>To understand the risks associated with drinking alcohol.</p> <p>Yr 6 To understand how a baby is conceived and develops.</p> <p>To know how to conduct a primary survey (using DRSABC).</p>
<p>Citizenship and Economic wellbeing</p>	<p>Explaining why rules are in place.</p> <p>Learning how to discuss issues of concern to me.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To understand that everyone has similarities and differences.</p>	<p>Discussing how we can help to protect human rights. Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that there are a number of</p>	<p>Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate</p>	<p>To know that education is an important human right. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that</p>

	<p>Identifying whether something is a want or need. Recognising that people make choices about how to spend money</p>	<p>To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.</p>	<p>Identifying negative and positive influences that can affect our career choices.</p>	<p>groups which make up the local community. To understand the importance of tracking money. Exploring ways to overcome stereotypes in the workplace.</p>	<p>ways to share views and ideas with others. Identifying jobs which might be suitable for them.</p>	<p>discrimination is treating someone differently because of certain factors.</p>
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