

PSHE and RSE Overview and Progression Map



Within this document is an overview of teaching content for PSHE and RSE at Barlestone CE Primary School. Our teaching units use Coram Scarf resources to deliver non statutory PSHE and the statutory RSE curriculum. PSHE is taught weekly at Barlestone Primary school and includes RSE, Values education and links to other national curriculum subjects (for example Maths and Science).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and my relationships - All about me -What makes me special? -Me and my special people -Who can help me? -My feelings 1 -My feelings 2	Keeping Myself Safe -What's safe to go onto my body? -Keeping myself safe (medicines) -Safe indoors and outdoors -Listening to my feelings -Keeping safe online -People who help me keep safe	Rights and responsibilities -Looking after my special people -Looking after my friends -Being helpful at home and caring for our classroom -Caring for our world -Looking after money, recognising, spending, using -Looking after money, saving money and keeping it safe	Being my Best -Bouncing back when things go wrong -Yes, I can -Healthy Eating (1) -Healthy Eating (2) -Move your body -A good night's sleep	Valuing difference -I'm special, you're special -Same and different -Same and different families -Same and different homes -Kind and caring 1 -Kind and caring 2	Growing and Changing -Seasons -Life stages-plants, animals and humans -Life stages: Human life stage – who will I be? -Where do babies come from? -Getting bigger -Me and my body – girls and boys
Y1	Me and my relationships -Why we have classroom rules -Thinking about feelings -Our feelings -Feelings and bodies -Our special people balloons -Good friends -How are you listening?	Keeping myself safe -Healthy me -Super sleep -Who can help? -Harold loses Geoffrey -What could Harold do? -Good or bad touches -Sharing pictures	Rights and responsibilities -Harold's wash and brush up -Around and about the school -Taking care of something -Harold's money -How should we look after our money? -Basic first aid	Being my best -I can eat a rainbow -Eat well -Catch it, bin it, kill it -Harold learns to ride his bike -Pass on the praise -Harold has a bad day	Valuing difference -Same or different? -Unkind, tease or bully? -Harold's school rules -Who are our special people? -It's not fair	Growing and changing -Inside my wonderful body -Taking care of a baby -Then and now -Who can help (2) -Surprises and secrets -Keeping privates private
Y2	Relationships -Our ideal classroom -Our ideal classroom 2 -How are you feeling today? -Bullying or teasing? -Don't do that -Types of bullying -Being a good friend -Let's all be happy	Keeping myself safe -Harold's picnic -How safe would you feel? -What should Harold say? -I don't like that! -Fun or not? -I should tell -Secrets should never be kept	Rights and responsibilities -Getting on with others -When I feel like erupting -Feeling safe -How can we look after our environment? -Harold saves for something special -Harold goes camping -Playing Games	Being my best -You can do it -My day -Harold's postcard – how to keep us clean and healthy -Harold's bathroom -My body needs -What does my body do?	Valuing difference -What makes us who we are? -How do we make others feel? -My special people -When someone is feeling left out -An act of kindness -Solve the problem	Growing and changing -A helping hand - Sam moves away -Haven't you grown! -My body, your body -Respecting privacy -Basic first aid

Y3	Relationships -As a rule -My special pet -Tangram team challenge -Looking after our special people -How can we solve this problem -Dan's dare -Thunks -Friends are special	Keeping myself safe -Safe or unsafe? -Danger or risk? -The risk robot -Alcohol and cigarettes; the facts -Super searcher -None of your business -Raisin Challenge 1 -Help or harm?	Rights and responsibilities -Our helpful volunteers -Helping each other stay safe -Recount task -Harold's enrichment project -Can Harold afford it? -Earning money	Being my best -Derek cooks dinner (healthy eating) -Poorly Harold -For or against? -I am fantastic -Getting on with your nerves -Body team work -Top talents	Valuing difference -Family and friends -My community -Respect and challenges -Our friends and neighbours -Let's celebrate our differences# -Zeb	Growing and changing -Relationship tree -Body space -Secret or surprise? -My changing body -Basic first aid
Y4	Me and my relationships -An email from Harold -Ok or not ok? (1) -Ok or not ok? (2) -Human machines -Different feelings -When feelings change -Under pressure	Keeping myself safe -Danger, risk or hazard -Picture wise -How dare you -Medicines check the label -Know the norm -Keeping ourselves safe -Raisin challenge 2	Rights and Responsibilities -What helps us stay healthy and safe? -It's your right -How do we make a difference? -In the news -Safety in numbers -Logo quiz -Harold's expenses -Why pay taxes?	Being my best -What makes me -Making choices -SCARF hotel -Harold's seven R's -My school community -Basic First aid	Valuing difference -Can you sort it? -Islands -Friends or acquaintance -What would I do? -The people we share our world with -That is such a stereotype!	Growing and changing -Moving house -My feelings are all over the place -All change -Preparing for periods -Secret or surprise -Together
Y5	Me and my relationships -Collaboration Challenge! -Give and take -How good a friend are you? -Relationship cake recipe -Being assertive -Our emotional needs -Communication	Keeping myself safe -Thinking about habits -Jay's dilemma -Spot bullying -Ella's diary dilemma -Decision dilemma -Play, like, share -Drugs; true or false -Smoking: what is normal? -Would you risk it?	Rights and Responsibilities -What's the story? -Fact or opinion? -Rights, responsibilities and duties -Mo makes a difference -Spending wisely -Lend us a fiver! -Local councils	Being my best -Getting fit -It all adds up! -Different skills -My school community (2) -Independence and responsibility -Star qualities -Basic First Aid	Valuing difference -Qualities of friendship -Kind conversations -Happy being me -The land of the Red People -Is it true? -It could happen to anyone	Growing and changing -How are they feeling? -Taking notice of our feelings -Dear Hetty -Changing bodies and feelings -Growing up and changing bodies -It could happen to anyone -Help! I'm a teenager – get me out of here! -Dear Ash -Stop, start, stereotypes
Y6	Me and my relationships -Working together -Let's negotiate -Solve the friendship problem -Assertiveness skills -Behave yourself -Dan's Day -Don't force me -Acting appropriately -It's a puzzle	Keeping myself safe -Think before you click! -Traffic lights -To share or not to share? -Rat Park -What sort of drug is ...? -Drugs: It's the law! -Alcohol: what is normal? -Joe's story (part 1) -Joe's story (part 2)	Rights and Responsibilities -Two sides to every story -Fakebook friends -What's it worth? -Jobs and taxes -Action stations! -Project Pitch (part 1 and 2) -Happy Shoppers -Democracy in Britain 1 – Elections -Democracy in Britain 2 – How (most) laws are made	Being my best -Five Ways to Wellbeing project -This will be your life! -Our recommendations -What's the risk (1) -What's the risk (2) -Basic First Aid	Valuing difference -Okay to be different -We have more in common than not -Respecting difference -Tolerance and respect for others -Advertising friendships -Boys will be boys – challenging gender stereotypes	Growing and changing -Helpful or unhelpful? Managing change -I look great! -Media manipulation -Pressure online -Is this normal? -Dear Ash -Making babies -What is HIV?

Progression map for PSHE (incl RSE) at Barlestone CE Primary School

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will be able to</p> <p>Talk about similarities and differences.</p> <p>Name special people in their lives.</p> <p>Describe different feelings.</p> <p>Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p> <p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>I can name a variety of different feelings and explain how these might make me behave.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p> <p>I know when I need help and who to go to for help.</p> <p>I can tell you some different classroom rules.</p> <p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not.</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>I can give examples of how I keep myself healthy.</p> <p>I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p> <p>I can give some examples of how I look after myself and my environment - at school or at home.</p> <p>I can also say some ways that we look after money.</p> <p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p> <p>I can identify an adult I can talk to at both home and school. If I need help.</p> <p>I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>I can tell you what some of my body parts do.</p>	<p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p> <p>I can say how I could help myself if I was being left out.</p> <p>I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> <p>I can give examples of when I've used some of these ideas to help me when I am not settled.</p> <p>I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.</p>	<p>I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p> <p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can say why medicines can be helpful or harmful.</p> <p>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p> <p>I can say some ways of checking whether something is a fact or just an opinion.</p> <p>I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</p> <p>I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p> <p>I can name a few things that make a positive relationship</p>	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p>I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p> <p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think</p>	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p> <p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</p> <p>I can give a few different examples of things that I am responsible for to keep myself healthy.</p> <p>I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give example.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself.</p> <p>I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p>

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<p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>		<p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>I can give examples of how to give feedback to someone.</p>	<p>and some things that make a negative relationship.</p> <p>I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p>about things and why this might be a problem.</p> <p>I can give examples of these decisions and how they might relate to me.</p> <p>I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p> <p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can tell you why people get married.</p>	<p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>I can explain what resilience is and how it can be developed.</p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>I can explain the advantages and disadvantages of different ways of saving money.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p> <p>I can give an example of a secret that should be shared with a trusted adult.</p> <p>I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>