



|                    | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 1                                                 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| Health & Wellbeing | <p><b>3 &amp; 4 Years</b></p> <p>Starting to eat independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs,</p> <p>e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p><b>Reception</b></p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>meal times</li> <li>personal hygiene</li> </ul> | <p><b>Pupils will be taught:</b></p> <p>To understand what constitutes a healthy lifestyle.</p> <p>To learn about good and not so good feelings.</p> <p>To learn the importance of, and how to maintain, personal hygiene.</p> <p>To understand how some diseases are spread and can be controlled.</p> <p>(To learn about the process from growing from old to young).</p> <p>(To know the names for the main parts of the body (including external genitalia)).</p> <p>To recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about change and loss and their associated feelings.</p> <p>To learn about people who look after them and who to go to if they are worried.</p> <p>To learn rules for and ways of keeping physically and emotionally safe – including road safety and the difference between secrets and surprises.</p> | <p><b>Pupils will be taught:</b></p> <p>To understand what constitutes a healthy lifestyle (revision).</p> <p>To recognise what they like and dislike and how to make real informed choices, which can have good and not so good consequences.</p> <p>To learn about good and not so good feelings (revision).</p> <p>To learn about change and loss and the associated feelings (revision).</p> <p>(To know the names for the main parts of the body (including external genitalia)).</p> <p>To recognise and celebrate their strengths and set simple but challenging goals (revision).</p> <p>To learn rules for, and ways of keeping, physically and emotionally safe – including road safety, online safety, the differences between secrets and surprises etc. (revision).</p> <p>To understand that household products, including medicines, can be harmful (revision).</p> <p>To recognise that they share a responsibility for keeping themselves and others safe.</p> | <p><b>Pupils will be taught:</b></p> <p>To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals (revision).</p> <p>To deepen understanding of good and not so good feelings (revision).</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement.</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.</p> <p>(To learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact).</p> <p>To develop strategies for keeping physically and emotionally safe – including online safety (revision).</p> <p>To differentiate between the terms 'risk', 'danger' and 'hazard'.</p> | <p><b>Pupils will be taught:</b></p> <p>To reflect on and celebrate their achievements, identify their strengths, areas for improvements and set high aspirations and goals (revision).</p> <p>To deepen their understanding of good and not so good feelings (revision).</p> <p>To learn about change, including transitions, loss, separation, divorce and bereavement (revision).</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure (revision).</p> <p>To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people.</p> <p>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help (revision).</p> <p>To learn strategies for keeping physically and emotionally safe – including road safety, safety in the environment, and online safety (revision).</p> | <p><b>Pupils will be taught:</b></p> <p>To develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety (revision).</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change.</p> <p>To reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals (revision).</p> <p>(To learn how their bodies will change as they approach and move through puberty).</p> <p>(Online safety)</p> <p>To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils' immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply</p> | <p><b>Pupils will be taught:</b></p> <p>(To learn about human reproduction including conception). To develop strategies for keeping physically and emotionally safe – including safety in the environment and online safety (revision). To learn about taking care of their body, understanding they have autonomy and the right to protect their body from inappropriate and unwanted contact.</p> <p>To recognise that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To recognise, explore and critique how images in the media do not always reflect reality and can affect how people feel about themselves (revision).</p> <p>(To learn about human reproduction including conception).</p> <p>To reflect on and celebrate their achievements, identify strengths, areas for improvements and set high aspirations and goals (revision). (Online safety)</p> |



## St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in PSHE



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|  |  | To understand that household products, including medicines, can be harmful. |  | To recognise when and how to ask for help and use basic techniques for resisting pressure. |  |  | <p>To deepen understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly.</p> <p>To understand that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage pupils' immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply.</p> |
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Taught within the RSHE programme of study (Scheme of Work: 'Life to the Full' by Ten Ten)



# St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in PSHE



|                      | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 1                         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| <b>Relationships</b> | <p><b>3 &amp; 4 Years</b></p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy',</p> | <p><b>Pupils will be taught:</b></p> <p>To know how to communicate feelings to others and recognise how others show feelings.</p> <p>To identify special people and how they should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, right and wrong.</p> <p>To learn people's bodies and feelings can be hurt.</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p> <p>To listen to other people and play and work cooperatively.</p> <p>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond.</p> <p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable.</p> <p>To identify and respect the differences and similarities between people.</p> | <p><b>Pupils will be taught:</b></p> <p>To know how to communicate feelings to others and recognise how others show feelings (revision).</p> <p>To recognise how their behaviour affects other people.</p> <p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises (revision).</p> <p>To listen to other people and play and work cooperatively (revision).</p> <p>To be able to offer and receive constructive support and feedback to and from others.</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond (revision).</p> <p>To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To learn to recognise what is fair/unfair, kind/unkind, right/wrong (revision).</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class.</p> | <p><b>Pupils will be taught:</b></p> <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or 'share a secret'.</p> <p>To learn to recognise and manage 'dares'.</p> <p>To recognise what constitutes a positive, healthy relationship.</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p> <p>To learn that their actions affect themselves and others.</p> <p>To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> | <p><b>Pupils will be taught:</b></p> <p>To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.</p> <p>To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.</p> <p>To recognise and challenge stereotypes.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> | <p><b>Pupils will be taught:</b></p> <p>To recognise and manage dares (revision).</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these (revision).</p> <p>To recognise that their actions affect themselves and others (revision).</p> <p>To judge what kind of physical contact is acceptable/unacceptable and how to respond (revision).</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (revision).</p> <p>To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</p> | <p><b>Pupils will be taught:</b></p> <p>To work collaboratively towards shared goals (revision).</p> <p>To recognise and challenge stereotypes (revision).</p> <p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage (revision).</p> <p>To know that civil partnerships and marriage are examples of stable, loving relationships and to be aware that marriage is a commitment freely entered into by both people.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view (revision).</p> |



## St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in PSHE



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| <p>'sad', 'angry' or 'worried'.<br/>Begin to understand how others might be feeling.</p> <p><b>Reception</b><br/>See themselves as a valuable individual.<br/>Build constructive and respectful relationships.<br/>Express their feelings and consider the feelings of others.<br/>Show resilience and perseverance in the face of challenge.<br/>Identify and moderate their own feelings socially and emotionally.<br/>Think about the perspectives of others.<br/>Manage their own needs.</p> |  |  | <p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</p> | <p>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view (revision).</p> | <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help (revision).</p> | <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (revision).</p> |
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|                                  | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 1                                                                                                                                                                                                                                                                                                                                                                  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| <b>Living in the Wider World</b> | <p><b>3 &amp; 4 Years</b><br/>Begin to make sense of their own life-story and family's history.<br/>Show interest in different occupations.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception</b><br/>Talk about members of their immediate family and community.<br/>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p><b>Pupils will be taught:</b></p> <p>To learn how to contribute to the life of the classroom.</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving.</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.</p> <p>To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.</p> | <p><b>Pupils will be taught:</b></p> <p>To learn how to contribute to the life of the classroom (revision).</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them (revision).</p> <p>To learn that they belong to various groups and communities such as family and school.</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices (revision).</p> <p>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> | <p><b>Pupils will be taught:</b></p> <p>To understand that everyone has human rights.</p> <p>To know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices.</p> <p><b>That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</b></p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with</p> | <p><b>Pupils will be taught:</b></p> <p>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p><b>To explore and critique how the media present information.</b></p> <p><b>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</b></p> <p><b>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</b></p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</p> | <p><b>Pupils will be taught:</b></p> <p>To understand that everyone has human rights –all people and all societies, and that children have their own special rights set out in the UN Declaration of the Rights of the Child.</p> <p>To learn that there are different kinds of responsibilities, rights and duties at home, at school, and in the community.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To learn about the role money plays in their own and others' lives (revision).</p> | <p><b>Pupils will be taught:</b></p> <p>To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To know that there are some cultural practices which are against British law and universal human rights (revision)</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities (revision)</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (revision)</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> |



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|  |  | <p>To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving (revision).</p> <p>To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices (revision).</p> | <p>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To learn about enterprise and the skills that make someone 'enterprising'.</p> | <p>different values and customs.</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</p> <p>To develop an initial understanding if the concepts of 'interest', 'loan', 'debt', and 'tax'.</p> | <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision).</p> <p>To learn about enterprise and the skills that make someone 'enterprising'.</p> <p>To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (revision).</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision).</p> | <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax', and to increase their understanding of how to manage their money and become a critical consumer (revision).</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> | <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer(revision)</p> <p>To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (revision)</p> <p>To learn about enterprise and the skills that make someone 'enterprising' (revision)</p> |
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