

Progression of Skills In PSHCE, RSHE, Mental Health and Wellbeing and Rights Respecting

KEY SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Families and Relationships	Learn that problems can occur in families and that there is help available if needed	Understand that families are varied, in the UK and across the world and having respect for these differences	Understand that we all have different positive attributes and we should be proud of these Learn what marriage is and that it is a choice that people make Learn that sometimes families can make children feel unhappy or unsafe and that there is help available	
Friendships	Explore ways to resolve friendship problems Develop an understanding of the impact of bullying and what to do if bullying occurs	Explore physical and emotional boundaries in friendships Explore different roles related to bullying including victim, bully and bystander	Understand that friendships will encounter issues but that this may strengthen them Understand the impact of bullying and what might influence the behaviour of a bully	Learn that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise
Change and Loss		Learn what bereavement is and how to help someone who has experienced bereavement		Understand grief and the associated emotions Explore the process and emotions relating to grief
Health and prevention		Develop independence in looking after teeth	Understand the risks of exposure to the sun and developing independence for protecting in the sun	Understand ways of preventing illness and the benefits of immunisation Develop an understanding of possible signs of illness and some actions that can be taken

<p>Physical health and wellbeing</p>	<p>Develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest Understand the positive impact of relaxation on the body and learning relaxation stretches Understand what a balanced diet is and the effects upon mental and physical health</p>	<p>Identify what makes someone feel calm and relaxed and learning visualization as a tool to aid relaxation Understand the skills needed for different jobs and exploring how skills can be used to undertake certain jobs and roles</p>	<p>Understand the benefits of sleep and developing greater responsibility for ensuring good quality sleep Understand the relationship between stress and relaxation and exploring yoga as a technique for relaxation</p>	<p>Understand that we have a responsibility to look after our overall health, including, diet, oral hygiene, physical activity, rest and relaxation Understand the factors which contribute to physical and mental health Identify a range of relaxation strategies and situations in which they would be useful Learn about the affects technology can have on mental health</p>
<p>Mental Wellbeing</p>	<p>Explore identity through the groups belonged to Identify strengths and exploring how to use them to help others Understand how to overcome problems by breaking them into smaller, achievable steps</p>	<p>Understand that it is normal to experience a range of emotions Develop the ability to appreciate the emotions of others in different situations Learn to take responsibility for emotions and that we can control some things but not others Develop an understanding of mental health including experiencing problems Develop a growth mindset, acknowledging that mistakes are useful to learning</p>	<p>Understand what can cause stress and how to deal with it Explore ways to achieve a goal, setting short-term, medium-term and long-term targets Develop the ability to take responsibility for and manage feelings Identify how failure can make someone feel, learning to manage those feelings and that failure is an important part of success</p>	<p>Explore personal qualities and how to build on them Learn the importance of resilience and developing strategies for being resilient in challenging situations Identify long-term goals and developing a plan as to how to achieve them Learn about the affects technology can have on mental health</p>
<p>Being safe (including online)</p>	<p>Understand ways to keep safe when crossing and near roads Develop skills as a responsible digital citizen Recognise and respond to</p>	<p>Develop an understanding of being safe online Understand how to seek help if needed</p>	<p>Develop an understanding of how to ensure relationships online are safe</p>	<p>Develop an understanding about the reliability of online information Explore online relationships including dealing with problems</p>

	<p>cyberbullying</p> <p>Begin to recognise unsafe digital content</p>	<p>Explore the difference between private and public</p> <p>Understand that age restrictions are designed to protect</p> <p>Learn about the benefits and risks of sharing information online</p>	<p>Recognise an increasing number of online risks and ways to stay safe online</p>	<p>Understand that online relationships should be treated in the same way as face to face relationships</p> <p>Know where to get help with any online problems</p>
Drugs, alcohol and tobacco	<p>Explore that people and things can influence and the need to make the right decision</p> <p>Explore choices and decisions that can be made</p>	<p>Understand the risks associated with tobacco</p>	<p>Understand the influence others can have</p> <p>Learn strategies that can be used to overcome pressure from others</p>	<p>Understand the risks associated with alcohol</p>
Basic first aid	<p>Know how to call the emergency services</p> <p>Know how to respond to bites and stings</p>	<p>Know how to help someone with asthma</p>	<p>Know how to help someone who is bleeding</p>	<p>Know how to help someone who is choking</p> <p>Know how to help someone who is unresponsive</p>
Citizenship linked to Rights Respecting – Gold and British Values	<p>Develop an understanding of children's rights and how they help children</p> <p>Consider the responsibilities adults and children have to maintain children's rights</p> <p>Understand how recycling can have a positive impact on the environment</p> <p>Develop an understanding of how democracy works at a local level</p> <p>Understand the need for rules and the consequences of breaking these</p> <p>Develop an understanding of groups within the local community and how these</p>	<p>Understand that human rights apply to everyone and who protects these</p> <p>Understand how reusing items is of benefit to the environment</p> <p>Understand the role of local Government</p> <p>Understand the groups which make up a community and the benefits they bring</p> <p>Understand the positives diversity brings to a community</p>	<p>Understand the law and what happens when someone breaks it</p> <p>Understanding how rights and responsibilities link</p> <p>Develop an understanding of freedom of expression</p> <p>Understand why reducing use of materials is positive for the environment</p> <p>Develop an understanding of how parliament and Government work</p> <p>Understand the contribution people make to the community and how this is recognised</p> <p>Develop an understanding of pressure groups</p>	<p>Develop an understanding of the importance of education</p> <p>Develop an understanding of environmental issues relating to food</p> <p>Develop an understanding of causes which are important personally</p> <p>Understand how government works</p> <p>Understand what prejudice and discrimination are</p> <p>Understand how prejudice and discrimination can be overcome</p>

	support the local community			
Economic Wellbeing	<p>Understand that there are different ways to pay for things</p> <p>Develop an understanding of budgeting</p> <p>Understand that money can cause a range of feelings</p> <p>Understand that people have different attitudes to money</p> <p>Growing understanding of the range of jobs available</p> <p>Understand the stereotypes which can exist around jobs but that these should not affect people's choices</p>	<p>Understand the factors which affect whether something is value for money</p> <p>Understand the importance of tracking money</p> <p>Understand the impact of losing money</p> <p>Develop an understanding of what might influence job choices</p> <p>Understand how work can change over time</p>	<p>Understand how to create a budget based on priorities</p> <p>Develop an understanding of borrowing money</p> <p>Begin to understand income and expenditure</p> <p>Develop an understanding about risks associated with money</p> <p>Understand stereotypes in work and how these can be overcome</p> <p>Understand the role of money in selecting a job</p>	<p>Recognise differences in how people deal with money and the role of emotions in this</p> <p>Understand how to keep bank accounts safe</p> <p>Develop an understanding of gambling</p> <p>Understand the routes into different jobs</p> <p>Recognise that people change jobs for a number of reasons</p>
Transition	<p>Learn strategies to deal with change</p> <p>Understand opportunities and responsibilities</p>	<p>Recognise own achievements</p> <p>Understand how to set goals</p>	<p>Understand the skills needed for roles in school</p> <p>Recognise own skills and how these can be developed</p>	<p>Recognise that change can cause mixed feelings</p> <p>Understand a greater range of strategies to deal with feelings associated with change</p>
Identity				<p>Understand what makes identity</p> <p>Recognise the difference between how we see ourselves and how others see us</p> <p>Explore the role of gender in identity</p> <p>Explore how the media might influence our identity</p>
Key Vocabulary	<p>Alone</p> <p>Balance, Barriers, Belonging, Budget, Bullying</p>	<p>Act of kindness, Age restriction, Asthma, Authority</p> <p>Bank balance, Bank statement, Bereavement, Boundaries, Breasts</p>	<p>Attraction, Attributes</p> <p>Bladder</p> <p>Cervix, Clitoris, Cyberbullying</p>	<p>Alcohol, Authority</p> <p>Concern, Conflict</p> <p>Discrimination</p> <p>Earn, Expectation</p>

	Charity, Communication, Community, Council, Councillor Empathy, Expense Feeling Human rights Identity Law, Lonely Open question Qualification Recycling, Resilience Similar, Solve, Stereotype, Stretch, Sympathy Trust United Nations/UN	Bystander Cabinet, Career, Council officer Debit card, Diversity Fluoride Genitals Law, Local government Mental health Negative emotions Permission, Positive emotions, Protect, Puberty, Public Reuse Tobacco Visualise	Decision, Defendant, Discrimination Egg/ova, Ejaculation, Erection, Expenditure Fail, Fallopian tube, Freedom of expression, Friend Government House of Commons Income, Influence, Interest Judge, Jury Labia Marriage, Member of Parliament (MP), Menstruation/period Nipples Ovary/ovaries Parliament, Pressure group, Prime Minister, Protect, Pubic hair Repayment, Responsibility Scrotum, Secret, Sperm duct, Steps Trial Urethra, Uterus Vaginal opening Wedding, Wet dreams, Womb	Gambling, Grief, Grieving Habit Internet trolling Ministers PIN, Pregnant, Prejudice, Protected characteristics Resolve Vaccination Sex education <ul style="list-style-type: none"> ● Conception ● Fertilisation ● Pregnant ● Sexual intercourse ● Sperm
--	--	--	---	--

Specific Sex, Relationships and Health Education SRHE Learning

The changing Adolescent Body – see science Curriculum		Develop an understanding of physical and emotional changes as we grow up	Understand the physical changes from childhood to adulthood Develop an understanding of the main aspects of puberty, including menstruation Learn about the emotional changes during puberty	Know the changes experienced during puberty Understand how a baby is conceived and develops
---	--	--	--	--

Respectful relationships	Understand what trust is and identifying who can be trusted Learn about the effects of nonverbal communication Develop listening skills Explore stereotyping	Understand expected courtesy and manners in a range of scenarios Understand how actions and behaviour affects others Understand stereotyping	Learn how stereotypes can be unfair, negative and destructive	Learn what respect is and that it is part of a relationship Understand that everyone deserves to be respected but that respect can be lost Understand stereotyping and bullying linked to it
My Feelings	Identify personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem	Recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Anticipate how emotions may change as they approach and/or move through puberty. Discern how people are feeling through their words, body language, gestures and tone	Recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.
My Body	Know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Anticipate how their body may change as they approach and/or move through puberty.	Explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.
My relationships	Recognise a wide range of relationships, including attributes of positive, healthy relationships.	Judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond	Identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Realise the nature and consequences of discrimination, including the use of prejudicial based language.
My Beliefs	Challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Begin to identify bias and opinion.	Recognise differences and similarities between people arise from a number of factors including family types and personal identity. Identify some causes and effects of conflict at all levels from personal to global.	Know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying. Recognise how different backgrounds, beliefs and	Know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM). Know the impacts of stereotyping, prejudice and discrimination and how to challenge these.

			personalities affect behaviour and world views.	Know the importance of language, beliefs and values in cultural identities. Know importance of citizens, societies and governments respecting and defending people's human rights current and historical.
My rights and responsibilities	Understand the right to protect their body from unwanted touch. Identify their own rights (e.g. UN Convention on the Rights of the Child), those others and who is responsible for rights being met.	Know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Have strategies for keeping safe online Knowing personal information including images of themselves and others can be shared easily and without their permission. Evaluate media and other sources for bias, stereotypes and range of voices and perspectives. Discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.	Have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this. Identify, explore and discuss examples of conflicts past and present in own society and others. Discuss importance of resolving conflict fairly and develop a range of strategies to resolve some personal conflicts fairly.
Asking for help	Identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.	Recognise when we may need help to manage a situation and have developed the skills to ask for help	Considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen. Recognise personal strengths and weaknesses.	Develop the confidence and skills to know when, who and how to ask for help independently or with support.

Current Topic Map: In PSHCE, RSHE, Mental Health and Wellbeing and Rights Respecting

As a spiral curriculum, areas are revisited yearly to embed and build on experience and need						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Introduction: Setting ground rules – PSHCE, Mental Health and Wellbeing, Rights Respecting</p> <p>Family and Relationships</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Health and Wellbeing</p> <p>Safety and the Changing Body</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Safety and the Changing Body</p> <p>Citizenship</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Economic Wellbeing</p> <p>Transition</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>
Year 4	<p>Introduction: Setting ground rules – PSHCE, Mental Health and Wellbeing, Rights Respecting</p> <p>Family and Relationships</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Health and Wellbeing</p> <p>Safety and the Changing Body</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Safety and the Changing Body</p> <p>Citizenship</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Economic Wellbeing</p> <p>Transition</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>

Year 5	<p>Introduction: Setting ground rules – PSHCE, Mental Health and Wellbeing, Rights Respecting</p> <p>Family and Relationships</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Health and Wellbeing</p> <p>Safety and the Changing Body</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Safety and the Changing Body</p> <p>Citizenship</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Economic Wellbeing</p> <p>Transition</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>
Year 6	<p>Introduction: Setting ground rules – PSHCE, Mental Health and Wellbeing, Rights Respecting</p> <p>Family and Relationships</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Family and Relationships</p> <p>Health and Wellbeing</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Health and Wellbeing</p> <p>Safety and the Changing Body</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Safety and the Changing Body</p> <p>Citizenship</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Citizenship</p> <p>Economic Wellbeing</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>	<p>Economic Wellbeing</p> <p>Transition</p> <p>Mental Health and Wellbeing</p> <p>Rights Respecting – Votes For Schools</p>
Whole School Projects	<ul style="list-style-type: none"> • Wellbeing Ambassadors • Children’s Mental Health Week • Anti-Bullying Week • NSPCC Assemblies • Charity days decided in consultation with the School Council 					

- | | |
|--|---|
| | <ul style="list-style-type: none">○ Jeans for Genes (September)○ Hello Yellow (October)○ Children in Need (November)○ Christmas Jumper Day (December)○ Comic Relief (March) |
|--|---|