

PSHE Curriculum Progression

Throughout their time at RAB, children are encouraged to embrace and follow the school values or '6Rs' They also learn that all children share the same rights under the UNCRC and as a UNICEF Rights Respecting school, we put the rights of the child at the centre of everything we do. By the end of Year 6, children will have developed:

- An understanding of the school values: Respectful relationships, resilience, risk taking, resourceful learning, articulate and reflective.
- A sound understanding of their rights and how to respect the rights of others
- An awareness of how their behaviour can have an impact on the lives of others
- An understanding of how their actions contribute to their community locally and globally
- The ability to explain British values and how to understand and celebrate diversity
- A clear understanding of types of bullying and how they can speak out against it, as part of keeping safe
- A sense of empathy for others and their needs
- Knowledge of physical and mental wellbeing
- An understanding of how to use strategies to acknowledge their emotions using the zones of regulation
- Confidence when expressing their views and negotiating ideas.
- The ability to ask questions about the world around them
- Confidence when discussing relationships and making decisions about them
- An understanding of how to achieve and sustain economic wellbeing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Together		<ul style="list-style-type: none">• Be able to name some of their own strengths and skills.• Be able to identify a new skill to develop.• Understand and practise listening skills, take turns and make clear explanations.• Understand and practise group work skills, including discussion, negotiation and co-operation.• Be aware of how their strengths and skills can be useful in a group.• Be able to evaluate a group work task.		<ul style="list-style-type: none">• Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.• Recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.• Know about groups and communities that exist locally, and the roles some people play in the community.• Understand some different forms the media can take and some of what it does.• Understand some of the needs of and how to care for the local environment.• Know about the needs of animals, including pets, and the responsibilities of humans towards them.		<ul style="list-style-type: none">• Be able to identify their own strengths and skills, those of others and know how these can complement each other.• Be able to talk about skills they would like to develop and hopes for the future.• Understand that the ability to learn is a valuable skill.• Know some skills which might be useful in a range of jobs.• Communicate effectively, using listening, negotiation, debating and chairing skills.• Recognise influences on their decision making, including the media.• Know how to persevere.• Use evaluation and feedback to inform future work.•	

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Beginning and Belonging		<ul style="list-style-type: none"> • Be able to take part in discussions about behaviour that helps make the classroom a safe and happy place to learn. • Understand the agreed ground rules. • Be able to name the other children in their class and to take part in relationship building activities. • Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome. • Be able to identify people in their safety circle who can help them if they are worried or need support, and know how to ask for help. • Be able to show some simple strategies for helping other people who need support. 		<ul style="list-style-type: none"> • Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class. • Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school. • Be able to identify people at home, at school and in other contexts of their lives to include in their support networks. • Know how they can access support and some ways they can help other people. 		<ul style="list-style-type: none"> • Be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn. • Know the names of everyone in their class and be able to build new relationships. • Know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions. • Be able to identify a range of people in their support networks, and know how to access help and support. • Have ideas for making new people feel welcome, and be able to offer support to others who need help. 	

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Anti-Bullying		<ul style="list-style-type: none">• Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.• Be starting to understand that sometimes people are bullied because they may be different in some way from others.• Be able to describe how it feels to be bullied or see someone else being bullied.• Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.• Be able to demonstrate how to be kind to bullied children.• Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.	<ul style="list-style-type: none">• Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.• Understand that sometimes people are bullied because of issues relating to their identity e.g. Ethnicity, religion, culture or family life.• Be able to describe the feelings of those involved in bullying including those who bully others.• Be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.• Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.	<ul style="list-style-type: none">• Be able to describe the key characteristics and forms of bullying.• Be able to talk about personal reasons why someone may engage in bullying.• Be beginning to identify and describe specific types of prejudice driven bullying.• Be able to describe the different roles of those involved in a bullying situation.• Be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.• Be able to describe confidently and demonstrate a number of assertiveness techniques.• Be beginning to identify places where bullying may take place in the community.			

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My emotions Or Zones of Regulation		<ul style="list-style-type: none">• Be able to describe how they are feeling, including how strong that feeling is.• Be able to recognise feelings in others.• Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves.• Know that there is a link between thoughts, feelings and behaviour.• Begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.• Have developed some understanding of the difference between behaviour which is impulsive and that which is thought through.• Be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.• Know what it feels and looks like to be assertive.	<ul style="list-style-type: none">• Be able to recognise and communicate how they are feeling.• Be able to recognise and describe feelings in others, using non-verbal as well as spoken cues.• Have developed some strategies to deal with their own strong emotions and with feeling overwhelmed.• Know that there is a link between thoughts, feelings and behaviour.• Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive.• Have developed some understanding of the ‘fight or flight’ response and how this can affect behaviour.• Begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem.• Know what it feels and looks like to be assertive and when it might be appropriate.	<ul style="list-style-type: none">• Be able to recognise and describe feelings in themselves and others, including mixed emotions and moods.• Be able to communicate effectively how they are feeling, including reasons for that feeling.• Regularly use some strategies to manage their feelings, including calming and relaxing themselves.• Begin to develop strategies for understanding and responding sensitively to others’ emotions.• Use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.• Understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help.• Be able to use a simple problem solving process and sometimes support others to do so too.• Know what it feels and looks like to be assertive and understand some situations where being assertive might be important.			

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Diversity and communities		<ul style="list-style-type: none"> • Be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others. • Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to. • Be able to describe places in their community, how they and others might use them, and who is available to help them. • Understand how they can help look after the school environment, and make a contribution to doing so. • Know what animals and plants need to survive, and how they can help look after them. 		<ul style="list-style-type: none"> • Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. • Recognise difference and respect diversity, including the importance of recognising and challenging stereotypes. • Know about groups and communities that exist locally, and the roles some people play in the community. • Understand some different forms the media can take and some of what it does. • Understand some of the needs of and how to care for the local environment. • Know about the needs of animals, including pets, and the responsibilities of humans towards them. 		<ul style="list-style-type: none"> • Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves. • Be able to describe the ethnic make-up of their community and different groups that live in Britain. • Recognise the negative effects of stereotyping and prejudice. • Know about how they and others, including volunteers, contribute to the community. • Understand about the role of the media and its possible influences. • Understand some ways of caring for the environment and the contribution they can make. 	

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Financial capabilities							

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Rights, rules and responsibilities		<ul style="list-style-type: none"> • Be able to name some adults in school who look after them and describe their responsibilities. • Be able to describe some of the responsibilities they have in the classroom and towards family and friends. • Be able to state classroom ground rules and explain how they have been made. • Understand why we have classroom rules and describe what the classroom would be like without them. • Be able to explain what is meant by voting and be able to name some people who make decisions at school. • Share information, opinions and feelings and listen to those of others, as part of a class discussion. 		<ul style="list-style-type: none"> • Be able to explain the difference between wants and needs. • Be able to explain why rights are important. • Be able to explain that rights come with responsibilities and explain how these responsibilities affect their actions. • Be able to explain why rules are needed and be able to identify those which are necessary and useful. • Participate in making class ground rules and show or explain what following the rules looks like. • Suggest different ways of making a decision and ways they can influence decision making in school. • Be able to describe what a representative does. 		<ul style="list-style-type: none"> • Be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important. • Identify some of the links between rights, rules and responsibilities. • Be able to suggest useful ground rules and give examples of what following the rules looks like. • Understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations. • Know why rules and laws are needed in society and explain some reasons why people sometimes break them. • Understand the role of parliament, MPs, local councils and councillors and link this with school councils. • Be able to express their views on a moral or social question and listen to the views of others. 	

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Family and Friends		<ul style="list-style-type: none">• Be able to describe some of the qualities of friendship and to demonstrate skills in making friends.• Have developed some strategies for coping when they have friendship problems.• Understand that friendships change.• Recognise some similarities and differences between them and other children, and understand that difference is positive.• Understand that there are different family patterns.• Be able to describe what is special about their own family and its members, and about other people they know. <p>Know who they can talk to if they need help and how to ask for it</p>		<ul style="list-style-type: none">• Be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.• Understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.• Be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.• Be able to identify special people in their support networks, and know from whom and how to access support.• Be able to recognise that people live in different family patterns.		<ul style="list-style-type: none">• Be able to identify the special people in their networks and to recognise how their networks have changed and developed.• Have developed ways of beginning new friendships and of maintaining existing ones during times of change.• Recognise and value differences between people and how that can be a positive aspect of their friendships.• Have strategies for managing some of the pressures in relationships.• Understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations.• Know how to get support from people they trust and how they can support other people.	

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Managing risks and safety contexts		<ul style="list-style-type: none">• Be able to contribute to discussions about personal safety and take an active part in class activities.• Be able to identify people at home, at school and in other contexts of their lives to include in their safety circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.• Be able to identify safer places to work and play and know what to do if they get lost.• Be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Safety Circle.		<ul style="list-style-type: none">• Be able to contribute to discussions and listen to other view point's about personal safety and take an active part in class activities including using assertive voice and body language• Be able to identify trusted adults to include in their network of support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.• Be able to explain what their 'sixth sense' is and how this contributes to assessing different levels of risk.• Be able to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their network of support• Be able to identify and name body parts, including the sexual parts.		<ul style="list-style-type: none">• Be able to contribute to discussions about personal safety by listening to other view points and looking beneath the surface.• Be able to review trusted adults on their network of support.• Be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty.• Be able to define what risk and peer group pressure are and how to respond to them using safety planning.• Be able to contribute to discussions around problem solving.• Be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drug Education		<ul style="list-style-type: none"> • Have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful. • Be aware of safety rules concerning medicines and be able to name people who could help them take them safely. • Understand that there can be alternatives to medicine use to feel better. • Be able to recognise simple risks and suggest ways of managing given scenarios. 		<ul style="list-style-type: none"> • Be able to name some medical and legal recreational drugs. • Have a basic understanding of how a drug can enter the body and the bloodstream. • Be able to explain some ways in which medicines are used and describe some of the professionals who work with them. • Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help. • Know that nicotine and alcohol are drugs and describe some of their effects. • Have begun to consider why some people choose to use nicotine and alcohol. • Have thought about influence and persuasion and will demonstrate some skills to counter these. 		<ul style="list-style-type: none"> • Be able to categorise drugs as medical, non-medical, legal and illegal. • Understand the possible physical and psychological effects of drugs • Be able to distinguish between the reality of drug use and media representations. • Understand some of the laws relating to drugs. • Be able to identify risk and risk management strategies and know where they can get support. • Have begun to recognise influence and pressure and have related this to peers and the media. • Have found sources of reliable and accurate information 	

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Healthy lifestyles		<ul style="list-style-type: none">• Be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.• Be able to explain why healthy eating and physical activity are both important.• Know the difference between being active and inactive and know how to maintain health.• Be able to say what changes physical and emotionally when they are active.• Be able to talk about food likes and dislikes and give reasons.• Understand that food can be divided into different groups and know that for good health we need a balanced diet.		<ul style="list-style-type: none">• Know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle.• Know that eating healthily, being active and sleeping all contribute to a healthy lifestyle.• Understand some of the reasons people sometimes make unhealthy choices.• Be able to talk about some of the physical and mental benefits of exercise.• Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.• Be able to state some of the influences on food choices and some of the persuasive methods used in advertising.• Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals.• Be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.• Know why dental hygiene is important and how they can look after their teeth.		<ul style="list-style-type: none">• Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.• Be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.• Be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves.• Understand the benefits of physical activity for promoting health.• Understand that behaviour, routines and a variety of influences affect their lifestyle choices.• Explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6