



PSHE

Heavers Farm and Selsdon Primary Schools

CURRICULUM 2022/23

This document outlines progression in PSHE from Year 1 to Year 6.

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

Living in the Wider World

Key Vocabulary

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Kind, gentle, friend, similar, different, sharing, taking turns, rights, rules, wellbeing, health	honest, respect, perseverance, friendship, co- operation, ambition, kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns	Safe; special; calm; belonging; rights; responsibilities; rewards; consequences; disappointed; rules	Safe; calm; special; learning; rules; responsibilities; strategies; respect; environment; community	welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, learning charter, dream, behaviour, rewards, consequences, actions, fairness, choices, co-operate, group dynamics, team work, view point, ideal school, belong	included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, learning charter, contribution, observer, un convention on rights of child (UNCRC).	goals, worries, fears, value, welcome, choice, rights, community, education, wants, needs, empathy, comparison, opportunities, education, choices, behaviour, responsibilities, rewards, consequences, empathise, learning obstacles, cooperation, collaboration, legal, illegal, lawful, laws, participation, motivation, democracy, decision, proud	challenge, goal, attitude, actions, rights and responsibilities, united nations convention on the rights of the child, citizen, choices, consequences, views, opinion, collaboration, collective decision, democracy.

Living in the Wider World

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Shared Responsibilities	<ul style="list-style-type: none"> - To develop their sense of responsibility - To be a member of a community - To identify different communities - To become more outgoing with unfamiliar people, in the safe context of their setting - To show confident behaviours in new social situations 	<ul style="list-style-type: none"> - To explain the reasons for rules - To show respect for other cultures - To describe special events - To describe family traditions - To ask for help - To behave according to expectations - To demonstrate and recall basic road safety - To tell you ways to be safe online 	<ul style="list-style-type: none"> - To identify what rules are and why they are needed - To respect the different needs of people and living things; about the responsibilities of caring for them. - To recognise the different environments people and living things have and the importance. 	<ul style="list-style-type: none"> - To recognise why different rules are needed and to identify rules in different situations. - To identify our responsibilities to care for the needs of people and living things. - To know strategies to respect and improve our environment. 	<ul style="list-style-type: none"> - To recognise that there are laws - To identify the laws we must follow - To define compassion towards others - To demonstrate shared responsibilities, we all have for caring for other people and living things; - To know strategies to care and show concern for others 	<ul style="list-style-type: none"> - To define the relationship between rights and responsibilities - To recognise strategies of carrying out shared responsibilities to protect the environment in school and at home - To define recycling and the importance of recycling 	<ul style="list-style-type: none"> - To identify who has human rights - To identify how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	<ul style="list-style-type: none"> - To recognise why laws are important - To identify the consequences of not adhering to rules and laws - To identify how human rights, protect everyone

Living in the Wider World

Communities

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
–	–	<ul style="list-style-type: none"> – To recognise and respect the different groups people belong to. – To learn about the different roles a people have in their community. – To define an individual. 	<ul style="list-style-type: none"> – To identify different responsibilities people have in their community. – To recognise the ways they are the same as, and different to, other people 	<ul style="list-style-type: none"> – To define diversity – To recognise the benefits of living in a diverse community 	<ul style="list-style-type: none"> - To define living in a community - To identify the different groups which make up their community - To value the different contributions different groups make to our communities – To value diversity within communities 	<p>To define prejudice</p> <p>To recognise behaviours/actions which discriminate against others</p>	<p>To respond appropriately to witnessing or experiencing discrimination</p>

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Media, literacy and digital resilience

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<ul style="list-style-type: none"> - To use the internet and digital devices safely - To recognise that not all information seen online is true. 	<ul style="list-style-type: none"> - To know the different roles digital devices and the internet can have. - To define true information and false information online 	<ul style="list-style-type: none"> - To define appropriate and inappropriate things to share online - To know the consequences of sharing inappropriate things online 	<ul style="list-style-type: none"> - To recognise ways in which the internet and social media can be used both positively and negatively - To assess the reliability of sources of information online - To make safe, reliable choices from search results 	<ul style="list-style-type: none"> - To recognise the difference between inappropriate and appropriate things to share - To know the rules surrounding distribution of images 	<ul style="list-style-type: none"> - To define manipulation - To recognise that text and images in the media and on social media can be manipulated or invented - To identify misinformation - To know how to respond to misinformation

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Respect for self and others

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
-	-	<ul style="list-style-type: none"> - To identify the rights of others - To listen to the views of others - To demonstrate an awareness of my own thoughts - To express my own opinion 	<ul style="list-style-type: none"> - To listen to other people's opinions - To agree and disagree appropriately - To define equal rights - To identify when equal rights are not being demonstrated - To problem solve disrespect to people's rights 	<ul style="list-style-type: none"> - To value my own and others thoughts and opinions - To define justice - To listen and respond to others views - To identify consequences to disrespect - To express concerns around injustice 	<ul style="list-style-type: none"> - To describe behaviours that can affect others sense of value - To explain the importance of respecting difference - To define self-respect - To describe behaviours which support our own and others self-respect - To identify support systems which can help if we have concerns around equality and respect 	<ul style="list-style-type: none"> - To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; - To recognise that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships - To listen and respond 	<ul style="list-style-type: none"> - To know strategies to discuss and debate topical issues - To respect other people's point of view - To constructively challenge those they disagree with

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

						respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	
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Living in the Wider World

Economic Wellbeing: Money

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
–	–	<ul style="list-style-type: none"> – To know what money is. – To identify how money is use. – To distinguish between a need and a want – To recognise why money is important 	<ul style="list-style-type: none"> – To identify where money comes from – To reason with why people save and spend money – To prioritise what to spend money on – To identify strategies to look after money 	<ul style="list-style-type: none"> - To explain the importance of money - To define a budget and explain why people may have budgets - To assess how the use of money can have consequences on others 	<ul style="list-style-type: none"> - To recognise that people have different attitudes towards saving and spending money - To identify what influences people’s decisions - To recognise what makes something ‘good value for money – To identify different ways to keep track of money – To recognise that people often have more than one career/type of job during their life and why this is 	<ul style="list-style-type: none"> – To recognise that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) – To recognise that people make spending decisions based on priorities, needs and wants – To know the risks associated with money (e.g. money can be won, lost or stolen) 	<ul style="list-style-type: none"> - To define gambling. - To identify the risks involved in gambling - To recognise different ways money can be won or lost through gambling-related activities - To know the risks on health, wellbeing and future aspirations from losing money and gambling - To identify the ways that money can impact on people’s feelings and emotions

Living in the Wider World

Economic wellbeing: aspirations, work and career

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<ul style="list-style-type: none"> - To recognise the strengths of different people - To define a job - To know why people get jobs 	<ul style="list-style-type: none"> - To demonstrate that people in the community have different jobs - To identify the different jobs people can have - To recognise that people's strengths and interests affect the job they do 	<ul style="list-style-type: none"> - To recognise different sectors that jobs belong to - To identify gender stereotypes linked to jobs - To reflect on their interests, skills and achievements and identify how these might link to future jobs - To assess their strengths and set goals 	<ul style="list-style-type: none"> - To define ambition - To challenge stereotypes in the workplace appropriately - To identify core skills required for a range of jobs and explain why different skills are important 	<ul style="list-style-type: none"> - To know that some jobs are paid more than others - To recognise money as one factor which may influence a person's job or career choice - To reason with the fact that people may choose to do voluntary work which is unpaid 	<ul style="list-style-type: none"> - To identify the kind of job that they might like to do when they are older - To recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Health & Wellbeing							
Key Vocabulary							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
healthy, exercise, wash, clean, teeth, tooth- paste, toothbrush, calm, relax	yoga, calm, relax, energetic, heart, beating, fast, hot sweat, muscles eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand	Healthy; unhealthy; balanced; exercise; sleep; choices; clean; hygiene; trust; safe; medicines; body parts	healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait.	oxygen, energy, calories / kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, choice	friendship, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong	choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, media, social media, celebrity, altered, self-respect, comparison, respect debate, opinion, fact, motivation	responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'legal highs', exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure.

Health & Wellbeing							
Healthy Lifestyles (Physical Wellbeing)							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> - To demonstrate independence in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly - To follow simple routines - To define a healthy choice - To make healthy choices about food, drink, activity and toothbrushing 	<ul style="list-style-type: none"> - To demonstrate good exercise routines - TO demonstrate healthy eating - To express the importance of healthy food choices - To talk about things which support their health - To talk about things which support their wellbeing - To role play using language relating to healthy eating - To use language relating to good wellbeing 	<ul style="list-style-type: none"> - To define keeping healthy - To identify foods that support good health - To recognise the benefits of physical activity - To identify benefits of sleep and different ways to rest and relax. - To know simple hygiene routines - To know that germs cause illness and disease - To define dental hygiene and health 	<ul style="list-style-type: none"> - To identify different ways to keep healthy. - To recognise the risks of eating too much sugar. - To determine ways to be physically active every day. - To identify different ways to rest and relax. - To recognise that medicines (including vaccinations and immunisations and those that support allergic reactions) can 	<ul style="list-style-type: none"> - To make informed decisions about health - To define a balanced, healthy lifestyle - To make correct choices to support a healthy lifestyle - To plan a healthy meal - To identify benefits of eating nutritionally rich foods - To recognise the risks associated with not eating a healthy diet including 	<ul style="list-style-type: none"> - To assess the benefits of regular (daily/weekly) exercise - To define exercise - To recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle - To reason with why people choose to use or not use drugs (including nicotine, alcohol and medicines); - To recognise that drug use 	<ul style="list-style-type: none"> - To recognise that habits can have both positive and negative effects on a healthy lifestyle - To identify how sleep contributes to a healthy lifestyle - To express how routines, support good quality sleep - To assess the effects of lack of sleep on the body, feelings, behaviour and ability to learn - To recognise the risks and effects of legal drugs common to 	<ul style="list-style-type: none"> - To identify the benefits to health and wellbeing of eating nutritionally rich foods - To define obesity and tooth decay - To assess the risks causes and consequences of a poor nutritional diet - To assess the advantages and disadvantages of the internet - To know the importance of balancing time online with other activities

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

	<ul style="list-style-type: none"> - To talk about their routines which help them stay healthy 	<ul style="list-style-type: none"> - To identify the risks from the sun - To recognise people who help us to stay physically healthy. 	<p>help people to stay healthy.</p> <ul style="list-style-type: none"> - To identify the importance of visiting the dentist - To identify the importance of taking screen breaks - To identify who to contact when we need help to stay physically healthy 	<p>obesity and tooth decay.</p> <ul style="list-style-type: none"> - To assess how bacteria and viruses can affect health - To know strategies to maintain personal hygiene - To seek appropriate support and identify appropriate adults to speak to in and outside school, if they are worried about their health 	<p>can become a habit which can be difficult to break</p>	<p>everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)</p> <ul style="list-style-type: none"> - To know the impacts of drug and alcohol use on physical health 	<ul style="list-style-type: none"> - To manage time online
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Health & Wellbeing							
Mental Health							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
–	–	<ul style="list-style-type: none"> – To identify different emotions and feelings that humans can experience. – To name different feelings. – To recognise how feelings can affect people’s bodies. – To identify how behaviours can change according to how we are feeling – To use a range of words to describe feelings. – To name strategies to help us feel good – To recognise negative feelings – To recognise when to ask for help. 	<ul style="list-style-type: none"> – To empathise with how others might be feeling – To respect that not everyone feels the same at the same time, or feels the same about the same things. – To know how to share feelings appropriately – To identify strategies to help you feel good – To recognise when they need help with feelings – To know how to ask for help. – To identify feelings associated with change and loss 	<ul style="list-style-type: none"> - To define good mental health - To identify basic strategies which support good mental health – To respond appropriately to feelings, including intense or conflicting feelings – To recognise warning signs about mental health and wellbeing – To successfully seek support for themselves and others 	<ul style="list-style-type: none"> - To identify behaviours that support mental health - To assess strategies which support or hinder mental health - To identify different situations which may promote or hinder mental health - To manage feelings appropriately and proportionately in different situations 	<ul style="list-style-type: none"> – To recognise that anyone can experience mental ill health – To resolve problems with help and support – To successfully discuss worries or concerns with a trusted adult – To define grief – To define bereavement – To express grief and bereavement – To identify problem-solving strategies for dealing with emotions, challenges and change, 	<ul style="list-style-type: none"> – To assess the benefits of extra-curricular activities on mental health – To recognise that feelings can change over time and range in intensity – To identify everyday things that affect feelings – To know the benefits of expressing feelings – To communicate my feelings effectively

Health & Wellbeing							
Keeping Safe							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
-	-	<ul style="list-style-type: none"> - To define 'safety' - To identify the special people in the community who are responsible for looking after them - To identify risk in our everyday lives - To recall the dangers of fire - To recall the emergency number 	<ul style="list-style-type: none"> - To explain how rules keep us safe - To describe some ways that household products can be harmful - To recall the green cross code - To identify strategies to keep themselves safe on the road - To define what represents an emergency - To identify appropriate strategies to respond to an emergency - To identify trusted adults to tell if there is an accident and someone is hurt. 	<ul style="list-style-type: none"> - To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) - To identify ways to stay safe around fireworks - To safely use digital devices when out and about - To use basic techniques to deal with common injuries - To respond and react appropriately in an emergency situation 	<ul style="list-style-type: none"> - To identify situations that may require the emergency services - To recall how to contact emergency services - To recall what to say when contacting emergency services - To identify regulations and restrictions (including age restrictions) - To explain the importance of complying with rules and regulations 	<ul style="list-style-type: none"> - To express how rules and regulations promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming - To state how social media and online games influence physical and emotional health - To keep safe online - To manage requests for personal information or images of themselves and others 	<ul style="list-style-type: none"> - To define first aid - To respond and react in an emergency situation - To uphold my responsibility when I recognise an emergency situation - To recall laws surrounding the use of legal drugs - To identify illegal drugs to own, use and supply - To identify mixed messages in the media about drugs, including alcohol and smoking/vaping - To research the organisations that can support

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CURRICULUM PROGRESSION 2022-23

			<ul style="list-style-type: none">- To identify different things that people can put into their body or on their skin and how this can impact feelings			<ul style="list-style-type: none">- To be able to report concerns, inappropriate content and contact	people concerning alcohol, tobacco and nicotine or other drug use
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Health & Wellbeing							
Ourselves, growing and changing							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - To recognise them as their own self - To recognise themselves as valuable - To describe themselves in positive terms - To talk about their interests - To tell you what they would like to be when they're older - To show resilience - To express perseverance - To name different emotions - To express how they are feeling - To tell you ways to improve their wellbeing 	<ul style="list-style-type: none"> - To recognise what makes people special. - To recognise the ways in which we are all unique. - To identify what they are good at, what they like and dislike. - To prepare effectively to move to a new class/year group. 	<ul style="list-style-type: none"> - To manage when finding things difficult. - To recognise ways that people's needs change as we grow - To prepare for a new key stage. - To act appropriately to minimise harm. - To define personal information - To state the importance of telling a trusted adult if they come across something that scares them. 	<ul style="list-style-type: none"> - To define self-worth - To identify personal strengths, skills, achievements and interests - To assess how my strengths and interests contribute to a sense of self-worth - To manage setbacks/perceived failures - To reframe unhelpful thoughts 	<ul style="list-style-type: none"> - To identify key changes which happen during puberty - To know a range of organisations to get more information, help and advice about growing and changing, especially about puberty 	<ul style="list-style-type: none"> - To identify the physical changes which happen when approaching puberty - To identify emotional changes which happen when approaching puberty - To manage the changes when approaching puberty - To know where to seek support about our concerns around puberty 	<ul style="list-style-type: none"> - To assess the importance of looking after ourselves physically and emotionally as we grow and change - To define self-esteem - To identify strategies to develop self-esteem - To manage transition between schools - To know how relationships might change as we grow and change

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

	<ul style="list-style-type: none"> – To demonstrate routines to care for themselves e.g. personal hygiene – To recognise that their actions affect others – To identify characteristics of a good role model – To demonstrate patience – To negotiate problems without aggression – To listen and respond appropriately to adults – To listen according to the rules – 						
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Relationships							
Key Vocabulary							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Family, customs, traditions, birthday, wedding, funeral, Christmas, families, similar, different, similar(ity), different, rights, responsibilities	Celebration, tradition, custom, birthday, wedding, funeral, family	Family; belonging; same; different; friends; relationship; friendship; greeting; touch; caring; sharing; qualities; kind; helpful; community; proud; celebrate; self-belief	Family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate	men, women, unisex, male, female, stereotype, career, job, role, responsibilities, respect, differences, similarities, conflict, win- win, solution, solve-it-together, problem-solve, internet, social media, online, risky, gaming, safe, unsafe, private messaging (pm), direct messaging (dm), global, communication, fair trade, inequality, food journey, climate, transport, exploitation,	relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, love	personal attributes, qualities, characteristics, self-esteem, unique, comparison, negative self-talk, social media, online, community, risky, positive, negative, safe, unsafe, rights, responsibilities, social network, gaming, violence, grooming, troll, gambling, betting, trustworthy, appropriate, screen time, physical health, mental health, off-line, social, peer pressure, influences,	mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self- harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressure, influences, self-control, real / fake, true / untrue, assertiveness, judgement,

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CURRICULUM PROGRESSION 2022-23

				rights, needs, wants, justice, united nations, equality, deprivation, hardship, appreciation, gratitude, celebrate		personal information, passwords, privacy, settings, profile, SMARRT rules.	communication, technology, power, cyber- bullying, abuse, safety
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Relationships							
Families and close positive relationships							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> - To talk about their life - To talk about changes which have happened to them - To talk about their family - To talk about who is important to them - To talk about who cares for them - To discuss respectful behaviours - To role play how to care for the natural environment - To demonstrate caring for living things - To demonstrate positive 	<ul style="list-style-type: none"> - To talk about members of their family - To talk about members of their communities - To say what communities, they are a part of - To name people who are familiar to them - To describe people who are familiar to them - To identify different environments - To talk about different environments people might be a part of - 	<ul style="list-style-type: none"> - To identify the roles different people (e.g. acquaintances , friends and relatives) play in our lives. - To identify the people who love and care for them - To know that everyone’s family is different - To identify common features of family life. - To identify trusted adults 	<ul style="list-style-type: none"> - To know how to express a concern if they feel unhappy or worried about something in their family - To express how it feels to be loved and cared for within a family - To know the different types of families including those that may be different to their own. - To recognise different people in the school who care for them 	<ul style="list-style-type: none"> - To explain the purpose of families - To reason with the importance of telling someone (such as their teacher) if something about their family makes them unhappy or worried. - To recognise if family relationships are making them feel unhappy or unsafe 	<ul style="list-style-type: none"> - To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) - To seek help and advice if their families are making them feel unsafe - To recognise shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other 	<ul style="list-style-type: none"> - To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) - To define forced marriage - To define a committed relationship - To define marriage and civil partnership as a legal declaration of commitment made by two adults who 	<ul style="list-style-type: none"> - To distinguish between gender identity and sexual orientation - To explain that people may be attracted to someone of the same sex or different sex to them - To explain the differences between committed relationships - To recognise the legal consequences of a forced marriage - To know who and where to go if you are worried about forced marriages for

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CURRICULUM PROGRESSION 2022-23

<p>attitudes towards themselves and others</p> <ul style="list-style-type: none"> - To demonstrate respecting differences between people - To talk about similarities and differences between themselves and others - 					<p>in times of difficulty</p>	<p>love and care for each other, which is intended to be lifelong</p> <ul style="list-style-type: none"> - To recognise that people may be attracted to someone emotionally, romantically and sexually 	<p>themselves or others</p> <ul style="list-style-type: none"> - To respond appropriately to concerns about forced marriage
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Relationships							
Friendships							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>To play with one or more other children</p> <p>To extend and elaborate play ideas</p> <p>To find solutions to conflict and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>To follow rules</p> <p>To recognise the importance of rules</p>	<ul style="list-style-type: none"> - To build constructive and respectful relationships - To show respect - To show honesty - To say something kind about others - To express their own feelings - To consider the feelings of others - To work cooperatively - To play respectfully - To take turns with others - To form positive attachments to adults - To form positive 	<ul style="list-style-type: none"> - To say what makes a good friendship - To ask for help if a friendship is making them feel unhappy. 	<ul style="list-style-type: none"> - To define lonely - To recognise when you or someone else feels lonely - To know how to help someone if they feel lonely - To resolve arguments between friends positively. 	<ul style="list-style-type: none"> - To recognise what it means to 'know someone online' - To distinguish between knowing someone online and knowing someone face-to-face - To identify the risks of communicating online with others not known face-to-face - To recognise the importance of inclusion - To identify when others may feel lonely or excluded - To recognise if a friendship (online or offline) is making them feel unsafe 	<ul style="list-style-type: none"> - To build positive friendships - To assess how positive friendships support wellbeing - To seek appropriate support if feeling lonely or excluded - To show inclusive behaviour 	<ul style="list-style-type: none"> - To identify how friendships, change as we grow - To recognise positive strategies to make new friends - To recognise the increase of peer influence and approval as we grow and change - To assess the benefits of having different types of friends 	<ul style="list-style-type: none"> - To recognise a range of strategies for recognising and managing peer influence - To recognise the effect of online actions on others - To identify how friendships can change over time, about making new friends - To recognise the normality of friendships having ups and downs - To resolve disputes and reconcile differences positively and safely

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

<p>To remember rules without needing an adult to remind them</p>	<p>friendships with peers</p> <ul style="list-style-type: none"> - To communicate respectfully 			<p>or uncomfortable; how to manage this and ask for support if necessary</p>			
<p>To show assertiveness appropriately</p>	<ul style="list-style-type: none"> - To talk about what they do in their community 						
<p>To talk with others to solve conflicts</p>	<ul style="list-style-type: none"> - To talk about traditions that they follow - To identify different traditions 						
<p>To express their feelings using words like 'happy', 'sad', 'angry; or 'worried'</p>	<ul style="list-style-type: none"> - To identify different traditions people may be a part of 						
<p>To understand gradually how others might be feeling</p>	<ul style="list-style-type: none"> - To talk about the different jobs people have in society 						

Relationships							
Managing hurtful behaviour and bullying							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
–	–	<ul style="list-style-type: none"> – To recognise that bodies and feelings can be hurt by words and actions – To define hurtful behaviour – To name feelings caused by hurtful behaviour – To reason why hurtful behaviour is wrong – To recognise that bodies and feelings can be hurt by words and actions – To define hurtful behaviour – To name feelings caused by hurtful behaviour – To reason why hurtful behaviour is wrong 	<ul style="list-style-type: none"> - To assess the impact of words and actions - To recognise hurtful things people can say online - To define bullying - To report bullying appropriately - To express concerns around bullying effectively 	<ul style="list-style-type: none"> – To assess the impact of bullying, including offline and online – To identify the consequences of hurtful behaviour – To respond appropriately to hurtful behaviour 	<ul style="list-style-type: none"> – To respond to hurtful behaviour experienced or witnessed, – To report concerns if they have witnessed or experienced hurtful behaviour 	<ul style="list-style-type: none"> – To identify the effects of bullying – To recognise the negative impacts of bullying (online and offline) on someone’s self-esteem and self-worth 	<ul style="list-style-type: none"> – To respond to hurtful behaviour experienced or witnessed, online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) – To define discrimination – To challenge discrimination safely and appropriately

Relationships							
Safe Relationships							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
-	-	<ul style="list-style-type: none"> - To distinguish between what should be private and shouldn't be private - To recognise the importance of maintaining privacy in appropriate situations - To define stranger danger - To recognise how people can behave differently online - To identify when physical contact can be appropriate - To know the difference between a good secret and a bad secret 	<ul style="list-style-type: none"> - To identify body parts which are considered private - To recognise why some body parts are private - To respond safely when a stranger approaches them online - To respond safely to adults they don't know. - To define uncomfortable or unsafe physical contact - To ask permission for physical contact - To know when people should ask permission to stay safe 	<ul style="list-style-type: none"> - To define confidential - To assess appropriate situations to keep something confidential - To recognise peer pressure - To seek advice from appropriate people if they are worried about their own or someone else's personal safety (including online) 	<ul style="list-style-type: none"> - To identify risks of peer pressure - To manage peer pressure - To assess the risks of peer pressure on someone's wellbeing and confidence - To express worries or concerns about their own or someone else's personal safety (including online) 	<ul style="list-style-type: none"> - To define personal boundaries - To define appropriate behaviours in friendships and wider relationships (including online) - To identify situations where someone may behave differently online - To respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know 	<ul style="list-style-type: none"> - To define consent - To assess situations where consent may need to be gained (particularly as we grow and change) - To know when to agree to keep something confidential - To assess when it is correct to break confidence or share a secret to keep themselves or others safe - To recognise when peer pressure is unsafe - To assess situations

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS

CURRICULUM PROGRESSION 2022-23

		<ul style="list-style-type: none"> - To define pressure from others - To ask for help if they feel unsafe or worried for themselves or others 	<ul style="list-style-type: none"> - To recognise adults' secrets and the importance of not keeping secrets - To distinguish between a good secret and a bad secret - To learn basic techniques for resisting pressure to do something they don't want to do - To use appropriate vocabulary when asking for help - To persevere when trying to be heard if they feel unsafe 			<ul style="list-style-type: none"> - To recognise different types of physical contact; what is acceptable and unacceptable - To respond safely unwanted physical contact - To explain that female genital mutilation (FGM) is against British law 	<p>where peer pressure may make them feel uncomfortable</p> <ul style="list-style-type: none"> - To manage situations where peer pressure makes them feel unsafe - To respond safely to the suspicion that someone is at risk of female genital mutilation (FGM)
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Relationships							
Respecting Self and Others							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
–	–	<ul style="list-style-type: none"> – To define kind behaviour – To define unkind behaviour – To define self-respect – To treat themselves and others with respect – To recognise the ways in which they are the same and different to others. – To play and work cooperatively. – To talk about and share their opinions on things that matter to them 	<ul style="list-style-type: none"> – To assess the impact of kind and unkind behaviour on themselves and others – To respect differences – To listen to other people – To respond to opinions which may differ from their own 	<ul style="list-style-type: none"> - To respect differences and similarities in how people change - To define stereotypes - To recognise that people change physically at different rates - To show polite and courteous behaviour - To identify the effects of hurtful behaviour on others 	<ul style="list-style-type: none"> – To recognise the importance of self-respect – To treat others with respect in a range of environments – To respect the differences and similarities between people – To recognise what they have in common with others e.g. physically, in personality or background – To define prejudice – To explain how stereotypes can negatively influence behaviours and attitudes towards others 	<ul style="list-style-type: none"> - To use strategies to improve or support courteous, respectful relationships - To model respectful behaviour online and offline - To challenge stereotypes respectfully and appropriately 	<ul style="list-style-type: none"> - To assess the impacts of poor self-respect on their own thoughts and feelings - To assess the impacts of prejudicial behaviours on others - To report and respond to witnessing or experiencing prejudice - To agree and disagree with others respectfully

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

Vocabulary							
SRE							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, anus, learn, new, grow, feelings, anxious, worried, excited, coping	changes, birth, animals, babies, mother, uterus, growing up, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, penis, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy	personal, unique, characteristics, parents, penis, testicles, vagina, puberty, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy	body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights	body-image, self-image, perception, self-esteem, affirmation, comparison, negative body-talk, mental health, uterus, womb, oestrogen, cervix, develops, puberty, breasts, vagina, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, wider, sperm, urethra, wet dream, growth spurt, pubic hair, hormones, testosterone, ovaries, egg (ovum), period, unfertilised, conception, sexual intercourse, foetus, contraception, pregnancy, menstruation, tampon, pad, towel, liner, hygiene, age appropriateness, responsibilities, rights, opportunities, freedoms, attraction,

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

							relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement -
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SRE							
Ourselves, growing and changing							
NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<ul style="list-style-type: none"> - To explain the human life cycle - To express how people’s needs change as they grow - To explain why our private parts are private - To identify why some types of touches feel okay and others don’t - To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). 	<ul style="list-style-type: none"> – To identify and explain the differences in the external genitalia and internal reproductive organs in males and females – To explain the relationship between puberty and human reproduction 	<ul style="list-style-type: none"> - To define personal identity - To identify the facts which contribute to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies) - To explain the physical and emotional changes which happen when approaching and during puberty - To assess the benefits of hygiene routines during the time of puberty - To demonstrate the importance of keeping clean and maintaining personal hygiene 	<ul style="list-style-type: none"> - To express their own individuality and personal qualities – To express the needs of babies to be cared for – To define a stereotype – To define FGM and where to seek support if pupils recognise there are risks – To know a range of organisations to get more information, help and advice about healthy relationships – To respect each persons 	<ul style="list-style-type: none"> - To explain the process of menstruation - To explain the key facts about the menstrual cycle and menstrual wellbeing (including erections and wet dreams) - To explain the processes of reproduction and birth as part of the human life cycle - To demonstrate how babies are conceived and born (and that there are ways to prevent a baby being made) - To recognise that for some people gender

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS
CURRICULUM PROGRESSION 2022-23

						<p>choices around their body</p>	<p>identity does not correspond with their biological sex</p> <ul style="list-style-type: none"> - To recognise safe organisations to seek help and advice about growing and changing - To act responsibly as their independence grows (including identifying and managing pressure) - To identify how safer sex can reduce health risks - To successfully manage transitions
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