**Diagram

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Description automatically generatedThe Beeches Primary School – RSE/PSHCE Curriculum Progression Map**

**Redeveloped – March 2022**

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| Reception | Autumn 1- **Why do you love me so much?** Family and ourselves | Autumn 2- **Is it Shiny?**  Nativity | Spring 1- **Are we there yet?**  Transport | Spring 2- **Will you Read me a story?**  Traditional & fairy tales | Summer 1- **Do Cow’s drink milk?** | Summer 2- **Why do Ladybirds have spots??** |
| Knowledge | **Respectful relationships**: To understand the conventions of courtesy and manners. | **Respectful relationships**: To understand the conventions of courtesy and manners. | **Being Safe:** To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). | **Mental Wellbeing:** To knowthere is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations and how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. | **Being Safe:** To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  **Mental Wellbeing:** To know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations and how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. | **Respectful relationships**: To understand the conventions of courtesy and manners.  **Being Safe:** To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  **Mental Wellbeing:** To know there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations and how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. |
| Knowledge Example:  In Reception children learn about respectful relationships and keeping safe. | | | | | | |

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| Year 1 | Autumn 1- | Autumn 2- | Spring 1 | Spring 2 | Summer 1- | Summer 2 |
| Knowledge | **Families and People who care for me**: To know that families are important for children growing up because they can give love, security and stability.  **Caring Relationships**: To know how important friendships are in making us feel happy and secure, and how people choose and make friends. | **Respectful relationships:** To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  **Online relationships:** that people sometimes behave differently online, including by pretending to be someone they are not. | **Being Safe:** To know where to get advice e.g. family, school and/or other sources and that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | **Mental Wellbeing:** To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | **Internet safety and harms:** for most people the internet is an integral part of life and has many benefits. | **Physical health and fitness**: To know about the characteristics, the mental and physical benefits of an active lifestyle. |
| Knowledge example:  In Reception, children learned about respectful relationships and being safe. Following on from this, in Year 1, children learn about Families and people who care for them including internet safety and harms. | | | | | | |

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| Year 2 | Autumn 1- Beachcombers | Autumn 2- Land Ahoy! | Spring 1- Street Detectives | Spring 2- Towers, Tunnels and Turrets | Summer 1- Scented Garden | Summer 2- Stone Age |
| Knowledge | **-Caring Relationships:** To know how important friendships are in making us feel happy and secure, and how people choose and make friends.  - **Families and People who care for me:** To explain the characteristics of a healthy family life (Individual members commitment to each other, including in times of difficulty, protection and care for children and other family members.) To know the importance of spending time together and sharing each other’s lives. | **-Being Safe:** To know where to get advice e.g. family, school and/or other sources and how to ask for advice or help for themselves or others. To understand the importance of not keeping secrets, if they relate to being safe.  **Internet safety and harms:** To consider the effect of their online actions on others and to know the importance of being respectful when online. To understand the importance of keeping personal information private.  To know that Some computer games and online gaming, for example, are age restricted. | **Internet safety and harms:** To consider the effect of their online actions on others and to know the importance of being respectful when online. To understand the importance of keeping personal information private.  To know that Some computer games and online gaming, for example, are age restricted. | - **Basic first aid:** To understand how to make a clear and efficient call to emergency services if necessary. | - **Healthy eating:** To explain what constitutes a healthy diet (including understanding calories and other nutritional content) To understand the principles of planning and preparing a range of healthy meals.  **-Health prevention:** To understand the importance of personal hygiene and germs including bacteria, viruses, how they are spread and treated.  To explain the  importance of handwashing.  To have a knowledge about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.  **-Physical health and fitness:** To understand the importance of building regular exercise into daily and weekly routines and how to achieve this. (E.g., walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  **-Mental Wellbeing:** To explain the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | **Respectful relationships:** To realise the importance of respecting others, regardless of their differences. (E.g. personality, backgrounds, life choices and beliefs.) |
| Knowledge example:  In Year 1, children learned about families and people who care for them including online safety. Following on from this, in Year 2 children learn about caring relationships, being safe and healthy eating. | | | | | | |
| Year 3 | Autumn 1- Flow  **Ancient Egypt**  **Rivers 1**  **A Hindu story: Rama and Sita** | Autumn 2- Flow  **Cradles of civilisation**  **Mountains**  **Hinduism origins: places and stories from the Indus Valley.** | Spring 1- Urban Pioneers  **Settlements & cities**  **Indus Valley Civilisation**  **Living as a Hindu today, incl. Hinduism in**  **London** | Spring 2- Gods and Mortals  **Persia and Greece**  **Agriculture**  **Judaism 1 - Abraham to Jacob** | Summer 1- Gods and Mortals  **Ancient Greece**  **Volcanoes**  **Judaism 2 - Joseph to Moses** | Summer 2- Scrumdiddlyumptious |
| Knowledge | **Caring Relationships:** To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | **Families and People who care for me:**  To realise that others’ families, sometimes look different from their family, but they should still be respected. | **Respectful relationships:** To know that in school and the wider society others should treat them with respect.  To realise that individuals in authority should be shown respect.  **Being Safe:** To know how to report concerns or abuse, and the vocabulary and confidence needed to do so. | **Online relationships:** To recognise that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online. (Including when we are anonymous.) To be aware of how information and data is shared and used online. | **Mental Wellbeing:**  To recognise simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.    **Physical health and fitness:**  To understand the risks associated with an inactive lifestyle (including obesity) and to know when to seek support. (Including which adults to speak to in school if they are worried about their health.)  **Health prevention:**  **T**o recognise the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | **Internet safety and harms:** To understand th**e** benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing  **Being Safe:**  To know how to report concerns or abuse, and the vocabulary and confidence needed to do so |
| Knowledge example:  In Year 2 children learned about the importance of friendship and how that makes you happy. Following on from this in Year 3 children learn about the characteristics of friendship including mutual respect. | | | | | | |

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| Year 4 | Autumn 1 - Romans- **The Roman Republic**  **Rhine and Mediterranean**  **Christianity 1 - Family of Jesus** | Autumn 2- Romans  **Roman Empire**  **Population**  **Christianity 2 - Birth of Jesus .** | Spring 1- Blue Abyss  **Roman Britain**  **Coastal processes and landforms**  **Christianity 3 - Life and Teachings of Jesus.** | Spring 2- Blue Abyss  **Three changing Christian worlds: empire and religion (300-600CE)**  **Tourism**  **Christianity 4 - Easter** | Summer 1- Burps, Bottoms and Bile  **Islamic civilisations (1)**  **Ancient Arabia, the rise of Islam and the Arab conquests**  **Earthquakes**.  **Christian traditions and practices** | Summer 2- Potions  **Islamic civilisations (2) The Rise of Islam**  **Deserts**  **Christianity in London today** |
| Knowledge | **Families and People who care for me:** To understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  **Caring Relationships**: To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  **Mental Wellbeing:** To understandisolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support | **Respectful relationships:** To understand the importance of self-respect and how this links to their own happiness.  To be aware of the practical steps they can take in a range of different contexts to improve or support respectful relationships | **Online relationships:** To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  **Being Safe:** To understand how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  **Internet safety and harms:** To know where and how to report concerns and get support with issues online. |  | **Healthy eating:** To understand the characteristics of a poor diet and the risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  **Basic first aid:** To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries. | **Health** **prevention:** To understand dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. |
| Knowledge Example:  In Year 3 children learned about the characteristics of friendship. Following on from this in Year 4, children learn about families and people who care for them. They also learn about healthy friendships and how this could impact mental wellbeing. | | | | | | |
| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | **Mental Wellbeing:** To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. To know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)  **Being Safe**: To know how to recognise and report feelings of being unsafe or feeling bad about any adult. | **Families and People who care for me:** To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  **Caring Relationships**: To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. | **Respectful Relationships:** To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.  **Online relationships**: To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | **Health prevention:** To know the facts and science relating to allergies, immunisation and vaccination. |  | **Changing adolescent body:** To explain key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes and about menstrual wellbeing including the key facts about the menstrual cycle. |
| Knowledge example:  In Year 4 children learned about families and people who care for them. Following on from this, in Year 5 they continue with mental wellbeing (thinking about bullying and how this has a negative impact). They are informed about safe adults that they could approach if they ever need support for their wellbeing. Keeping safe is also a topic that is covered in Year 5 including online safety. In Year 5, they also learn about body changes and the facts about puberty. | | | | | | |

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| Year 6 | Autumn 1- ID | Autumn 2- A Child’s War | Spring 1- Frozen Kingdom | Spring 2- Darwin's Delights | Summer 1- Hola Mexico | Summer 2- Gallery Rebels |
| Knowledge | **Families and People who care for me:** To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | **Caring Relationships:** To understand how to recognise who to trust and who not to trust. To know how to judge when a friendship is making them feel unhappy or uncomfortable and how to manage conflicts. To be aware of how to seek help or advice from others, if needed. | **Respectful relationships**: To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive | **Mental Wellbeing:** To know it is common for people to experience mental ill health. To know for many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  **Internet safety and harms:** To understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | **Drugs, alcohol and tobacco:** To knowthe facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | **Health prevention:** To understand how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. |
| Knowledge example:  In Year 5 children learned about mental well-being, approaching safe adults, keeping safe and body changes such as puberty. Following on from this, in Year 6 children learn about respectful relationships and facts about drugs and alcohol. | | | | | | |