



Subject Concept Map – PSHE/RSE 2021 - 2022



Year group	Key PSHE/RSE Composites					
	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Nursery Saplings Pre-School Holly 1	Marvellous me! I'm special People who are special to me	People who help to keep me safe (N) Safety Indoors and Outdoors. What's safe to go into my body	What does my body need? I can keep trying I can do it!	Me and my friends Friends and family Including everyone	Looking after myself Looking after others Looking after my environment	Growing and changing in nature When I was a baby Girls, boys and families
Reception Holly 2	All about me What makes me special? Me and my special people Who can help? My feelings 1 My feelings 2	What's safe to go onto my body What's safe to go into my body Safe indoors & outdoor Listening to my feelings Keeping safe online People who help to keep me safe	Healthy eating 1 Healthy eating 2 Move your body A good night sleep Bouncing back when things go wrong Yes, I can!	I'm Special, your special Same & different Same & different families/homes I am caring & kind	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money 1 Looking after money 2	Seasons Life stages – human life s Life stages-plants, animals & humans Where do babies come from? Getting bigger Me and my body
Year 1 Oak	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people Good friends How are you listening?	Healthy me Super sleep Who can help? (1) Harold loses Geoffrey. What could Harold do? Good or bad touches? Sharing pictures	I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Inside my wonderful body! Taking care of a baby Then and now Who can help? (2) Surprises and secrets Keeping privates private

Year 2 Beech	Our ideal classroom (1) Our ideal classroom (2) How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold goes camping Playing games	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
Year 3 Sycamore	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Friends are special	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge (1) Help or harm?	Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	Family and friends Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Relationship Tree Body space Secret or surprise? My changing body Basic first aid
Year 4 Hazel	An email from Harold! Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure	Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge (2)	What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid	Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses	Moving house My feelings are all over the place! All change! Preparing for periods (formerly Period positive) Secret or surprise? Together
Year 5 Maple	Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication	Jay's dilemma Spot bullying Ella's diary dilemma Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it?	Getting fit It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone	Fact or opinion? Rights, responsibilities and duties Mr makes a difference Spending wisely Lend us a fiver! Local councils	How are they feeling? Taking notice of our feelings Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager - get me out of here! Dear Ash Stop, start, stereotypes

<p>Year 6 Chestnut</p>	<p>Let's negotiate Solve the friendship problem Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle</p>	<p>Think before you click! To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2)</p>	<p>Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness</p>	<p>OK to be different We have more in common than not Respecting differences Tolerance and respect for others Boys will be boys? - challenging gender stereotypes</p>	<p>Two sides to every story Facebook friends What's it worth? Happy shoppers Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made</p>	<p>Helpful or unhelpful? Managing change I look great! Media manipulation Is this normal? Dear Ash Making babies What is HIV?</p>
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Key PSHE/RSE Composites

Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
<p>Relationships – the way in which two or more people or things are connected or the state of being connected.</p> <p>For example: Practical steps you can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Keeping myself safe – personal safety is a general recognition and avoidance of possible harmful situations or persons in your surroundings.</p> <p>For example: What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p>	<p>Being my best – qualities of character that enable people to flourish together.</p> <p>St James' Vision Statement 'Walking hand in hand with Jesus, fulfilling the potential God has given us.'</p> <p>For example: That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Valuing differences - recognising difference between people and acknowledging that these differences are a valued asset. Respecting diversity while teaching all children to become effective and participating members of a democracy.</p> <p>For example: The importance of respecting others, even when they are very different from you (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Rights - freedoms we have that are protected by our laws.</p> <p>Responsibilities - duties or things that we should do.</p> <p>For example: How to ask for advice or help for ourselves or others, and to keep trying until we are heard.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Growth – undergoing natural development by increasing in size and changing physically.</p> <p>Becoming wiser, gaining knowledge over a period of time</p> <p>Change – to alter, vary, modify, to make or become different.</p> <p>For example: Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>

Year group	Key PSHE/RSE Vocabulary					
	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Nursery – Saplings & Pre-School – Holly 1	Like Feel Choose Head Arms Legs Eyes Ears Nose Mouth Teeth Hands Fingers Feet Toes Knees Elbows Pants Vest Privates Penis Vulva Special Feel Look Friends	Safe Who Can help? Tell Tummy feelings Unsafe Safety signs Weather Clothing Playground Carpark Pavement Paint Scissors Glue Careful Labels Medicines Cleaning products Water Food Fresh air Sleep	Food Water Exercise Sleep Energy Challenge Encourage Keep trying Get better at it Practise	Similar Different Friendship Friend Family Special Kind Sharing Helping Feelings	Healthy snacks Sugar Germs Wash hands Fruit Fruit Vegetables Similar Different Helping Family Friends Feelings Classroom Care Tidy Clean Look after	Baby Grow Born Different Changes

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	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Reception – Holly 2	special family feelings practice favourite help friends happy effort same special people help same different emojis kind different helpful	keep clean sleep safe keep safe water unsafe worried food detective tummy feelings tell fresh air uncomfortable adult cuddle trust medicine address chemist doctor grown up	try food exercise routine encourage again energy exercise heart calm try again bounce back grow sleep muscles sleep healthy wash fruit vegetable dairy grow	special same kind new friend likes different kindness friendship dislikes kind family home kindness favourite unkind	family friends working together environment money look after responsibility litter shop save help each other helpful electricity buy safe place be alone caring pollution cost recycling pay	seasons growing baby family private parts spring life cycles child penis summer teenager love vulva autumn care adult winter old age grow cycle

Year group	Key PSHE/RSE Vocabulary					
	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Year 1 - Oak	rules feelings hurt family friendship listening safe body language behaviour help special people making up responsibility emotions work together safe heal support	sleep feelings medicine private rest worried emotions safe trust grow nervous loss harmful privates tired scared lost responsibility support unsafe	starchy healthy germs learning praise behaviour dairy fruit disease practice support consequences protein vegetables hygiene make mistakes feedback special person fruit dairy spread confidence encourage promise vegetables meat achievement feelings vitamins sugar portion salt cereal	special people same unkind rules fair different unkindness safe qualities difference tease kind respect teasing unkind bully bullying behaviour	hygiene environment needs money money first aid routine responsibility responsible cost bank risk clean bills coin accident rules spending note danger afford worth hazard saving kettle safe burn scald accident emergency	Organ caring change unkind surprise privates heart love growing unkindness secret private lungs attention tease uncomfortable penis intestines teasing vulva brain bully hygiene stomach bullying oxygen witness digested experience getting help

Year group	Key PSHE/RSE Vocabulary					
Year – 2 Beech	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
	Rules Safe Responsibility Work together Feelings Body language Emotions Safe Support Feelings behaviour Hurt Help Feelings Heal Family Special people Friendship Making up Listening	Energy Food Water Air Oxygen Exercise Sleep Healthy Dairy Fruit Vegetables Sugar Salt Cereal Meat Sleep Rest Grow Tired Feelings Worried Nervous Scared Support Unsafe Feelings Emotions Loss Lost Medicine Safe Harmful Responsibility Private Trust Privates	Starchy Dairy Protein Fruit Vegetables Vitamins Portion Healthy Fruit Vegetables Dairy Meat Sugar Salt Cereal Germs Disease Hygiene Spread Learning Practise Make mistakes Confidence Achievement Praise Support Feedback Encourage Feelings Behaviour Consequences Special person Promise	Same Different Difference Respect Unkind Unkindness Tease Teasing Bully Bullying Behaviour Rules Safe Fair Special people Qualities Feelings Fair Unfair kind Unkind Bullying	Hygiene Clean Routine Environment Responsibility Needs Responsible Responsibility Rules Money Cost Bills Spending Afford Money Bank Coin Note Worth Saving Safe First aid Risk Accident Danger Hazard Kettle Safe Burn Scald Accident Emergency	Organ Heart Lungs Intestines Brain Stomach Oxygen Digested Caring Love Attention Change Growing Unkind Unkindness Tease Teasing Bully Bullying Witness Experience Getting help Surprise Secret Uncomfortable Private Privates Penis Vulva Hygiene

Year group	Key PSHE/RSE Vocabulary					
Year – 3 Sycamore	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
	Happy Caring Safe Friendly Rules Feelings Show feelings Help Bullying Repeated Regular Bullying Help Don't do that Bullying Repeated Friendly Friendship Feelings Help	Sleep Medicines Safety Safe Unsafe Feelings Worried Safe Unsafe Feelings Getting help Touch Feelings Uncomfortable Touch Hurt Uncomfortable Surprise Secret Safe Unsafe Tell Genitals Penis Vulva Private Private parts Consent Permission Secret Uncomfortable Unsafe Tell Someone you trust	Practise Encourage Goal Achieve Challenge Choose Choices Healthy Unhealthy Vaccination Injection Disease Hygiene Germs Teeth Dental Hygiene Oxygen Water Food Exercise Rest Brain Heart Lungs Stomach Small intestine Large intestine Food Water	Unique Respect Feelings Behaviour Calm Aggressive Solve Special people Help Feelings Cooperate Kind kindness Unkind Feelings Listening Being listened to listen problem	Responsibility Help Share Take turns Listen Feelings Control Erupt Safe Unsafe Uniform Ask for help Environment Responsibility Money Spending Saving Money Spending Saving	Help Support Supportive Change Loss Feelings Emotions Frightened Nervous Growing Food Rest Sleep Care Learning Unique Special Penis Testicals Vulva Nipples Genitals Penis Vulva Private Privacy Consent Permission First aid Risk Accident Danger Hazard Kettle Safe Bum Scald Accident Emergency

Year group	Key PSHE/RSE Vocabulary					
Year 4 - Hazel	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
	positive healthy relationship collaborate physical effects respect rude collaboration physical effects responsibilities aggressive collaborative unhappy qualities consequences teamwork devastated excluded face-to-face miserable assertive distressed compromise lonely negotiate respectful alone ignored isolated abandoned apologetic regretful remorseful rueful repentant aching sore excruciating	Danger Dangerous Risk Risky Hazard Hazardous Privacy Privacy settings Security Dare Assertive Medicine Drug Choices Social Norm Persevere Influence Consequences	Individual Unique Choices Balanced diet Wellbeing Mental health Refuse Reduce Reuse Rot Recycle Repair Re- think Community First aid Injury Minor Accident Emergency Blood Nosebleed Choking Breathing Airway Unresponsive Casualty Burn Scald Wound Recovery	Negotiation Compromise Body space Invade Sharing Acquaintances Aggressive Apologise Similarities Differences Respect Stereotype	Being responsible Reliable Trustworthy Safe Healthy Rules Laws Rights Responsibility United Nations Rules Democracy Influence Opinion Respectful Courteous Anti-social behaviour Witness Environment Conservation Income Expenditure Essential Income tax National insurance VAT Deductions Public services	Learning line Practise Compromise Hormones Puberty Puberty Pubic hair Eggs Sperm Penis Testicals Breast Ovaries Womb Vagina Vulva Clitoris Labia Puberty Menstrual cycle Eggs Periods Menstruation Period/menstruation pad Tampons Menstruation cup Secret Surprise Uncomfortable feelings Marriage Live together Civil partnership Forced marriage

	agonising painful happy delighted ecstatic joyful calm untroubled assured confident peaceful scared frightened petrified terrified bothered					
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Year group	Key PSHE/RSE Vocabulary					
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Year – 5 Maple	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
	collaborate negotiation compromise conflict resolution insensitive sensitive unhealthy relationships verbal abuse physical abuse sexual abuse uncomfortable touching assertive aggressive passive emotions emotional needs non-verbal body language tone of voice face to face	Habit Addiction Pros Cons Weigh up risk Bullying Cyber bullying Dare Pressure Resist pressure Assessing risk Pressure Influence Risk taking Personnel information Privacy settings Drugs Cigarettes Alcohol Norms Perception	Healthy choices Organs Body systems Perseverance Commitment Resilience Determination Patience Interpersonal skills Community School community Independence Responsibility Personal qualities Celebrities	Friendship Talking Listening Listening skills Respect Excluded Discrimination Prejudice Metaphor Diverse Multicultural society Sex Sexual orientation Gender identity Gender expression Embarrassed Reactions Consequences	Responsibility Fact Opinion Biased Unbiased Rights Responsibilities Duties Voluntary group Community group Pressure (action) group Cost Wages Salaries Rent Fair trade Borrow Loan Credit Interest Public services	Well being Resilience Trust Resilience Unwanted attention Unwanted touch Separation Fostered Pubic hair Clitoris Vulva Vaginal opening Lips (labia) Penis Scrotum Testicals Foreskin Anus Wet dream Erection Stretch marks

		Risk taking Assertive			Council Vote Elections Councillors	Crush Puberty Genitalia Semen Menstruation Period Period /menstruation pads Tampon Menstruation cup Sanitary protection Embarrassed Reactions Consequences Hormones Compromise Respect Mood swings In confidence Break a confidence Confidential Prejudice Biological sex Sexual orientation Gender identity Gender expression Verbal abuse Physical abuse
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Year group	Key PSHE/RSE Vocabulary					
Year – 6 Chestnut	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
	Collaboration Teamwork Negotiation Compromise Balanced friendship Respectful Assertive Assertive Peer pressure Assertiveness Resolution Sensitive Thoughtful Response Marriage Civil partnership Forced marriage Illegal Appropriate Inappropriate Illegal Privacy settings Identity theft Secure	Social media Parental consent Trolling Online safety Sharing Privacy Personal information Online safety Right to privacy Sharing online Permission Illegal Sexual images Habit Addiction Emotional needs Drug Legal Illegal Medical Non-medical Drug laws Age restrictions Possess Supply Produce Illegal Penalties Alcohol Short term effects Long term effects Risk Norms Physical needs Emotional needs Independence Responsibility Conflicting emotions	Wellbeing Connect Be active Take notice (mindful) Keep learning (get creative) Give Aspirations Goal setting Perseverance Health Wellbeing Accurate Reliable Sources Assessing risk Weigh up Dilemma Assessing risk Weigh up Choices Influence Red cross First aid Emergency 999 Ambulance Operator Information Serious Adult Scenario Script Role Feelings Panic Calm Responsive Unresponsive	Witness Bystander Unique Positive feedback Confidence Self-esteem Unique Diversity Biological sex Sexual orientation Gender identity Gender expression Stereotype Point of view Cultural norms Respect Disrespect Body language Empathy Unique Identity Prejudice Respect Diversity Tolerance Relationships Friend Acquaintance Stereotype Gender stereotype Media influence Assumption	Biased Unbiased Fact Opinion Stereotype Social media Profile Image Online safety Sharing Saving Bank (building society) account Junior ISA Interest Debit card Cash Value Tax Income tax (PAYE) VAT Public services Voluntary group Community group Pressure (action) group Mission statement Vision Beneficiary Campaign bid Mission statement Pitch Grant Beneficiary Environmentally sustainable Composting Recycling Energy	Change Support Conversation Discuss Body image Self-esteem Manipulation Media manipulation Stereotype Gender stereotype Peer pressure Right to privacy Sharing online Online safety Puberty Physical changes Emotional changes Rights FGM In confidence Break a confidence Confidential Egg Ovaries Sperm Testicals Puberty Vagina Penis Orgasm Embryo Womb Sexual intercourse Consensual Condom Surrogacy Adoption IVF

					Materials Waste Transport Shop local Food miles Fair trade Reuse Democracy Election Manifesto Candidate Voting Policies Voting booth Ballot slip Ballot box Constituencies House of commons MP Proposal Debate Amendments Penalties Enforcement Majority House of commons House of Lords Royal assent	Age of consent HIV Infection Immune system Virus Transmission Sharing needles Sexual contact Condom Prejudice
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Year group	PSHE/RSE Passport					
Nursery – Saplings & Pre-School - Holly 1	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Components	<p><u>Links to the EYFS Government guidance materials:</u> SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language.</p> <p><u>Supporting early reading:</u> SCARF in the early years uses stories to explore many of the themes. Some stories are specially written and some are classic books.</p> <p><u>Assessment opportunities:</u></p> <p><u>Enhancements for Continuous Provision</u> Ideas for developing children's exploration of the theme during their independent play. You can adapt and add to them, according to time of year, age and developmental stage of the children.</p> <p><u>Talking points</u> Additional resources or suggestions to display somewhere in the class (e.g. snack table/reading area/quiet area) to stimulate children's discussion of the week's theme. There are suggestions of questions as a prompt to go with these, but you are free to invent your own.</p>					

Year group	PSHE/RSE Passport – Overarching learning intentions for each concept					
Reception – Holly 2 Components	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
	<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <p>Talk about similarities and differences.</p> <p>Name special people in their lives.</p> <p>Describe different feelings. Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p>	<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>Overarching learning intentions across this unit</p> <p>Children will be able to:</p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>
Year group	PSHE/RSE Passport – knowledge & Skills progression					
	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Year 1 - Oak Components	<p>Knowledge</p> <p>Understand the classroom rules help everyone to learn and be safe.</p>	<p>Knowledge</p> <p>Understand that the body gets energy from food, water and air (oxygen).</p>	<p>Knowledge</p> <p>Recognise the importance of fruit and vegetables in their daily diet.</p>	<p>Knowledge</p> <p>Explain the difference between unkindness, teasing and bullying;</p>	<p>Knowledge</p> <p>Recognise the importance of regular hygiene routines;</p>	<p>Knowledge</p> <p>Name major internal body parts (heart, lungs, blood,</p>

	<p>Understand and explain how our emotions can give a physical reaction in our body. Identify a range of feelings. Identify how our feelings might make us behave. Identify simple qualities of friendship. Demonstrate attentive listening skills</p>	<p>Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise the importance of sleep in maintaining a healthy, balanced lifestyle. Understand that medicines can sometimes make people feel better when they're ill. Understand and learn the PANTS rules. Understand that they have the right to say "no" to unwanted touch;</p>	<p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread; Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Recognise how a person's behaviour (including their own) can affect other people.</p>	<p>Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Identify some of the people who are special to them; Recognise and explain what is fair and unfair, kind and unkind;</p>	<p>Sequence personal hygiene routines into a logical order. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>stomach, intestines, brain). Understand and explain the simple bodily processes associated with them. Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying. Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private;</p>
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						Identify people they can talk to about their private parts.
	<p>Skills Explain their classroom rules and be able to contribute to making these. Recognise how others might be feeling by reading body language/facial expressions. Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family. Explain how these people help us we can also help them to help us. Suggest simple strategies for making up.</p>	<p>Skills Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Recognise the range of feelings that are associated with loss. Explain simple issues of safety and responsibility about medicines and their use. Explain the difference between appropriate and inappropriate touch; Start thinking about who they trust and who they can ask for help.</p>	<p>Skills Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch. Recognise and use simple strategies for preventing the spread of diseases. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.</p>	<p>Skills Identify the differences and similarities between people. Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Recognise and name some of the qualities that make a person special to them. Suggest ways they can show kindness to others.</p>	<p>Skills Demonstrate responsibility in looking after something (e.g. a class pet or plant). Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from.</p>	<p>Skills Understand some of the tasks required to look after a baby; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise; Describe ways in which private parts can be kept private;</p>
Year group	PSHE/RSE Passport – knowledge & Skills progression for each concept					

Year 2 - Beech Components	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
	<p>Knowledge Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Recognise that that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.</p>	<p>Knowledge Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. Identify situations in which they would feel safe or unsafe. Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them;</p>	<p>Knowledge Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread; Understand that vaccinations can help to prevent certain illnesses.</p>	<p>Knowledge Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. Identify people who are special to them; Explain some of the ways those people are special to them. Recognise and explain how a person's behaviour can affect other people. Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings;</p>	<p>Knowledge Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Recognise that they all have a responsibility for helping to look after the school environment. Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</p>	<p>Knowledge Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means; Give examples of different types of private information.</p>

		<p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Identify how inappropriate touch can make someone feel;</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises;</p>	<p>Explain the importance of good dental hygiene;</p> <p>Understand that the body gets energy from food, water and oxygen;</p> <p>Recognise that exercise and sleep are important to health.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>			
	<p><u>Skills</u></p> <p>Suggest actions that will contribute positively to the life of the classroom;</p> <p>Make and undertake pledges based on those actions.</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the</p>	<p><u>Skills</u></p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</p> <p>Identify situations in which they would feel safe or unsafe;</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe</p>	<p><u>Skills</u></p> <p>Describe simple hygiene routines such as hand washing;</p> <p>Describe simple dental hygiene routines.</p>	<p><u>Skills</u></p> <p>Know and use words and phrases that show respect for other people.</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p> <p>Suggest kind words and actions they can show to others;</p> <p>Show acts of kindness to others in school.</p>	<p><u>Skills</u></p> <p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Know how to ask for help.</p> <p>Make suggestions for improving the school environment;</p>	<p><u>Skills</u></p> <p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p>

	<p>difference between the two; Understand and describe strategies for dealing with bullying;</p> <p>Take part in creating and agreeing classroom rules. Use a range of words to describe feelings. Identify situations as to whether they are incidents of teasing or bullying. Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. Explain the difference between bullying and isolated unkind behaviour;</p>	<p>someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>				
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Year group	PSHE/RSE Passport – knowledge & Skills progression for each concept					
Year 3 - Sycamore	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Components	<p>Knowledge Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Explain some of the feelings someone might have when they lose something important to them; Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success. Identify people who they have a special relationship with; Explain what a dare is; Understand that no-one has the right to force them to do a dare; Identify qualities of friendship;</p>	<p>Knowledge Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Define the words danger and risk and explain the difference between the two; Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Identify risk factors in given situations; Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. Know that our body can often give us a sign</p>	<p>Knowledge Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Develop skills in discussion and debating an issue; Identify their achievements and areas of development; Explain why some groups of people are not represented as much on television/in the media. Understand and explain how the brain sends and receives messages through the nerves. Name major internal body parts (heart, blood, lungs, stomach,</p>	<p>Knowledge Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Reflect on listening skills; Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Understand and explain some of the reasons why different people are bullied;</p>	<p>Knowledge Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Understand the terms 'income', 'saving' and 'spending';</p>	<p>Knowledge Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm;</p>

		<p>when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Understand and explain decision-making skills;</p> <p>Understand where to get help from when making decisions.</p>	<p>small and large intestines, liver, brain);</p> <p>Describe how food, water and air get into the body and blood.</p> <p>Explain some of the different talents and skills that people have and how skills are developed;</p>	<p>Explore why people have prejudiced views and understand what this is.</p>	<p>Recognise that there are times we can buy items we want and times when we need to save for items;</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Understand that for girls, periods are a normal part of puberty.</p> <p>Explain whose responsibility it is to look after the local environment;</p>
	<p><u>Skills</u></p> <p>Suggest appropriate rules for a range of settings;</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Understand that these feelings are normal and a way of dealing with the situation.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p>	<p><u>Skills</u></p> <p>Suggest strategies for keeping safe.</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Evaluate the validity of statements relating to online safety;</p> <p>Give examples of strategies for safe browsing online.</p> <p>Demonstrate strategies for assessing risks;</p>	<p><u>Skills</u></p> <p>Give examples what foods might make up a healthy balanced meal.</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different view points;</p> <p>Make recommendations, based on their research.</p>	<p><u>Skills</u></p> <p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>	<p><u>Skills</u></p> <p>Suggest ways they can help these people.</p> <p>Devise methods of promoting their priority method.</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p>	<p><u>Skills</u></p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Plan and carry out an event which will benefit the local environment.</p>

	Define and demonstrate cooperation and collaboration; Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.		Recognise that people may say kind things to help us feel good about ourselves; Demonstrate how working together in a collaborative manner can help everyone to achieve success; Recognise their own skills and those of other children in the class.			
Year group	PSHE/RSE Passport – knowledge & Skills progression for each concept					
Year 4 - Hazel	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Components	Knowledge Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Explain what we mean by a 'positive, healthy relationship';	Knowledge Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Identify images that are safe/unsafe to share online	Knowledge Identify ways in which everyone is unique; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for	Knowledge Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation or compromise. Understand that they have the right to protect	Knowledge Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe;	Knowledge Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Name some positive and negative feelings;

	<p>Describe some of the qualities that they admire in others. Describe appropriate assertive strategies for saying 'no' to a friend. Define successful qualities of teamwork and collaboration. Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. Recognise that their feelings might change towards someone or something once they have further information. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	<p>Understand and explain the implications of sharing images online without consent. Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Understand that medicines are drugs; Explain safety issues for medicine use; Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). Describe stages of identifying and managing risk; Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Define what is meant by the word 'community'; Identify qualities and attributes of people who support the school community.</p>	<p>their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media.</p>	<p>Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. Understand the reason we have rules; Recognise that everyone can make a difference within a democratic process. Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essentials.</p>	<p>Understand how the onset of puberty can have emotional as well as physical impact. Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will;</p>
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						Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
	<p>Skills</p> <p>Recognise that there are times when they might need to say 'no' to a friend;</p> <p>Demonstrate strategies for working on a collaborative task;</p> <p>Demonstrate a range of feelings through their facial expressions and body language;</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say;</p>	<p>Skills</p> <p>Suggest simple strategies for managing risk.</p> <p>Know and explain strategies for safe online sharing;</p> <p>Suggest strategies for managing dares.</p> <p>Suggest alternatives to taking a medicine when unwell;</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Suggest people they can ask for help in managing risk.</p>	<p>Skills</p> <p>Appreciate their own uniqueness;</p> <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p> <p>Suggest ways in which different people support the school community;</p>	<p>Skills</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p>	<p>Skills</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p> <p>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p>	<p>Skills</p> <p>Suggest people who may be able to help them deal with change.</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p>Take part in a role play practising how to compromise.</p>

Year group	PSHE/RSE Passport – knowledge & Skills progression for each concept					
Year 5 - Maple	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Components	<p>Knowledge Explain what collaboration means; Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs,</p>	<p>Knowledge Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. Recognise and describe the difference between online and face-to-face bullying. Define what is meant by a dare; Explain why someone might give a dare; Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</p>	<p>Knowledge Know two harmful effects each of smoking/drinking alcohol. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and</p>	<p>Knowledge Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for</p>	<p>Knowledge Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item; Define the terms loan, credit, debt and interest; Explain some of the areas that local councils have responsibility for;</p>	<p>Knowledge Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Recognise how our body feels when we're relaxed;</p>

	<p>understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted;</p>	<p>Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it. Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand the actual norms around smoking and the reasons for common misperceptions of these. Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p>describe strategies for achieving those improvements. State what is meant by community; Explain what being part of a school community means to them; Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p>	<p>different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others;</p>	<p>Understand that local councillors are elected to represent their local community.</p>	<p>List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>
	<p><u>Skills</u> Give examples of how they have worked collaboratively; Reflect on their own friendship qualities.</p>	<p><u>Skills</u> Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied;</p>	<p><u>Skills</u> Suggest ways of improving the school community.</p>	<p><u>Skills</u> Rehearse active listening skills; Demonstrate respectfulness in responding to others; Respond appropriately to others.</p>	<p><u>Skills</u> Discuss what can make them difficult to follow; Suggest questions a consumer should ask before buying a product. Suggest advice for a range of situations</p>	<p><u>Skills</u> Explain strategies they can use to build resilience. Describe strategies for dealing with situations in which they would feel uncomfortable,</p>

	Understand and rehearse assertiveness skills. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	Suggest ways of standing up to someone who gives a dare.		Give examples of how individual/group actions can impact on others in a positive or negative way.	involving personal finance.	particularly in relation to inappropriate touch.
Year group	PSHE/RSE Passport – knowledge & Skills progression for each concept					
Year 6 – Chestnut	Me and my relationships	Keeping myself safe	Being my best	Valuing differences	Rights and responsibilities	Growing and changing
Components	<p>Knowledge Explain what is meant by the terms 'negotiation' and 'compromise'; Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise some of the challenges that arise from friendships; List some assertive behaviours; Recognise peer influence and pressure; Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they</p>	<p>Knowledge Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Understand and describe the ease with which something posted online can spread. . Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Define what is meant by addiction,</p>	<p>Knowledge Identify aspirational goals; Describe the actions needed to set and achieve these. Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Recognise what risk is; Explain how a risk can be reduced;</p>	<p>Knowledge Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p>	<p>Knowledge Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.</p>	<p>Knowledge Recognise some of the changes they have experienced and their emotional responses to those changes; Identify people who can support someone who is dealing with a challenging time of change. Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Define what is meant by the term stereotype; Recognise how the media can sometimes</p>

	<p>change according to circumstance; Describe the consequences of reacting to others in a positive or negative way; Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology.</p>	<p>demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol. Understand that all humans have basic emotional needs and explain some of the</p>	<p>Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe.</p>	<p>Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p>	<p>Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Explain what is meant by the term interest. Explain what is meant by living in an environmentally sustainable way;</p>	<p>reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.</p>
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		ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together.				Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.
	<p><u>Skills</u> Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Suggest positive strategies for negotiating and compromising within a collaborative task; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p>	<p><u>Skills</u> Suggest positive ways that people can get their emotional need met.</p>	<p><u>Skills</u> Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p>	<p><u>Skills</u> Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. Demonstrate ways of offering support to someone who has been bullied. Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p>	<p><u>Skills</u> Analyse a report also extract the facts from it. Suggest sale prices for a variety of items, taking into account a range of factors. Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p><u>Skills</u> Suggest positive strategies for dealing with change; Suggest strategies that would help someone who felt challenged by the changes in puberty;</p>

	Suggest ways that people can respond more positively to others.					
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