



EYFS – Year 6 PSHE/RSE Progression

EYFS			
Self-Regulation	Managing Self	Managing Self- Self Care	Building Relationships
<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Allow an adult to comfort them. • Achieve a goal they have chosen, or one which is suggested to them. • Talk about their feelings using words like 'happy' and 'sad' • Seek adult support to help them in managing emotions. • Recognise when a peer is upset. • Talk about their feelings using a developing vocabulary e.g. <i>frightened, frustrated</i> • Explain to an adult what has happened when they are upset. • Begin to control their own emotions. • Begin to understand how others feel. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Select and use activities and resources with help. • Follow a simple instruction as part of a group. • Join in an activity when invited by an adult. • Select and use activities and resources independently. • Remember basic setting rules and follow them most of the time. • Explain why rules are important. • Care for plants, animals and their immediate environment. • Talk confidently in front of a group of their peers. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Use the toilet independently. • Wash and dry their hands. • Take their coat off and put it on. • Put on shoes without fastening • Pull zips up and down. • Pull up trousers independently. • Put T-Shirt and jumper on/off independently. • Show independence in managing own needs including at snack time. • Give simple explanations about healthy lifestyle choices. 	<p>Children in Nursery will:</p> <ul style="list-style-type: none"> • Take turns, with adult support. • Play with one or more other children. • Join in with a group of children who are playing. • Speak to peers within a game or activity. • Seek adult support to help them in managing emotions and conflicts. • Play with other children extending and elaborating play ideas. • Find solutions to conflicts and rivalries.



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Self-Regulation	Managing Self	Managing Self- Self Care	Building Relationships
<p>Children in Reception will:</p> <ul style="list-style-type: none"> Identify and name feelings in themselves and others, e.g. <i>cross, lonely, worried.</i> Bounce back quickly after they have been upset and with more independence. Reflect on feelings they encounter in stories and make links to their own experiences. Follow two-step instructions. Wait with increased patience for attention or a turn in a game/with a toy. <p>ELG</p> <ul style="list-style-type: none"> Recognise, moderate and express their own feelings and 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Abide by most of the rules of the classroom. Try new activities independently or with peers. Talk positively about themselves and what they can do. Begin to understand and discuss consequences of our behaviour. Shows increasing independence, working on short activities independently. Persevere when something is challenging. <p>ELG</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Put on socks and shoes. Fasten zips independently Explain why handwashing is important. Undress independently with help for buttons Dress and undress independently.. Know and talk about the different factors that support their overall health and wellbeing: <i>regular physical activity,</i> <i>healthy eating, tooth brushing, sensible amounts of 'screen time'</i> 	<p>Children in Reception will:</p> <ul style="list-style-type: none"> Take turns when playing simple games. Show empathy towards their peers. Show understanding of another child's perspective.. Solve small conflicts through speaking to each other and being assertive. <p>ELG</p> <ul style="list-style-type: none"> Form positive attachments with adults peers, working and playing cooperatively and showing sensitivity to their own and to others' needs.



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<p>show an understanding of the feelings of others.</p> <ul style="list-style-type: none">• Set and work towards simple goals.• Wait for what they want and control their immediate impulses when appropriate.• Give focused attention to the teacher, responding appropriately.	<p>resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none">• Explain the reasons for rules, know right from wrong and try to behave accordingly.	<p>, <i>having a good sleep routine</i> , <i>being a safe pedestrian.</i></p> <p>ELG</p> <ul style="list-style-type: none">• Manage their own basic hygiene and personal needs, including dressing (with support for small buttons), going to the toilet and understanding the importance of healthy food choices	
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Year 1 PSHE/RSE Curriculum Overview

Year 1 PSHE/RSE Curriculum Overview



EYFS – Year 6 PSHE/RSE Progression

<p>Autumn 1</p>	<p><u>Relationship and Sex Education</u></p> <p><u>Who are the people in my life who love me?</u></p> <ul style="list-style-type: none">• Identify the important relationships in my life and those that provide love.• Describe a family and understand that all families are special and different.• Recognise the different ways our special people care for us and how we can care for them in return. <p><u>What are the differences and similarities between people?</u></p> <ul style="list-style-type: none">• Identify similarities and differences in people.• Recognise that we are all equal and that it is acceptable to be different.• Respect and value difference <p><u>What are the similarities between girls and boys?</u></p> <ul style="list-style-type: none">• Describe similarities and differences between ourselves and others• Name the main parts of the body
<p>Autumn 2</p>	<p><u>Keeping Safe</u></p> <p><u>What are the rules for keeping me safe at school and outside?</u></p> <ul style="list-style-type: none">• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say?• how to respond safely to adults they don't know• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard <p><u>What is an emergency and what do I do? What are the rules about household substances?</u></p> <ul style="list-style-type: none">• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and



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	what to say.
Spring 1	<p><u>Healthy Lifestyles</u></p> <p><u>What foods should I eat?</u></p> <ul style="list-style-type: none">• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)• that things people put into or onto their bodies can affect how they feel• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy <p><u>Why is it important to wash my hands?</u></p> <ul style="list-style-type: none">• why hygiene is important and how simple hygiene routines can stop germs from being passed on <p><u>How can I look after my teeth?</u></p> <ul style="list-style-type: none">• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
Spring 2	<p><u>Mental and Emotional Health</u></p> <p>What makes me happy? What are feelings? What is the difference between good secrets and bad secrets? How does my behaviour affect others? How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p>



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<p>Summer 1</p>	<p><u>Living in the Wider World</u></p> <p><u>Where does our money come from?</u></p> <ul style="list-style-type: none">• what money is – that money comes in different forms• how money is obtained (e.g. earned, won, borrowed, presents)• how people make choices about what to do with money, including spending and saving• the difference between needs and wants – that people may not always be able to have the things they want• how to keep money safe and the different ways of doing this
<p>Summer 2</p>	<p><u>Living in the Wider World</u></p> <p><u>What is the environment?</u></p> <ul style="list-style-type: none">• how people and animals need to be looked after and cared for• what can harm the local and global environment; how they and others can help care for it <p><u>How to handle change?</u></p> <ul style="list-style-type: none">• how people grow and change and how people's needs change as they grow from young to old• how to manage change when moving to a new class/year group

Year 2 PSHE/RSE Curriculum Overview

Year 2 PSHE/RSE Curriculum Overview



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<p>Autumn 1</p>	<p><u>Relationship and Sex Education</u></p> <p><u>What is private? (body parts)</u></p> <ul style="list-style-type: none">• Recognise I have the right to protect my body from inappropriate or unwanted contact.• Label the parts of the body that are private.• Explain who they would speak to if their privacy was not respected. <p><u>What happens when the body grows young to old?</u></p> <ul style="list-style-type: none">• Develop understanding that all living things including humans start life as babies• Identify key stages in the human life cycle• Explore how I have changed since I was a baby <p><u>What is fair, unfair, kind and unkind? (friendship)</u></p> <ul style="list-style-type: none">• Recognise what is fair and unfair behaviour• Give examples of kindness and unkind behaviours• Link to the kindness tree
<p>Autumn 2</p>	<p><u>Keeping Safe</u></p> <p><u>How do medicines help us when we are unwell?</u></p> <p><u>How do I keep safe at home?</u></p> <ul style="list-style-type: none">• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <p><u>What is my responsibility for keeping myself and others safe?</u></p> <ul style="list-style-type: none">• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them



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<p>Spring 1</p>	<p><u>Healthy Lifestyles</u></p> <p><u>How do I keep myself healthy? How can I prevent diseases spreading?</u></p> <ul style="list-style-type: none">• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest• that eating and drinking too much sugar can affect their health, including dental health• why hygiene is important and how simple hygiene routines can stop germs from being passed on• how sunshine helps bodies to grow and how to keep safe and well in the sun• that there are different ways to learn and play; how to know when to take a break from screen-time <p><u>Why is it important to keep active?</u></p> <ul style="list-style-type: none">• how to be physically active and how much rest and sleep they should have everyday
<p>Spring 2</p>	<p><u>Mental and Emotional Health</u></p> <p><u>What is the difference between small feelings and big feelings? What makes others happy? What is the different between joking, teasing and bullying?</u></p> <ul style="list-style-type: none">• how to recognise, name and describe a range of feelings• what helps them to feel good, or better if not feeling good• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)• how feelings can affect people in their bodies and their behaviour• ways to manage big feelings and the importance of sharing their feelings with someone they trust• how to recognise when they might need help with feelings and how to ask for help when they need it <p><u>How can I keep safe online?</u></p>



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	<ul style="list-style-type: none">• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
Summer 1	<p><u>Living in the Wider World</u></p> <p><u>What jobs do people do?</u></p> <ul style="list-style-type: none">• what are the range of different jobs, including those done by people they know or people who work in their community.• how people have different strengths and interests that enable them to do different jobs• how people use the internet and digital devices in their jobs and everyday life <p><u>How do we make choices about spending money?</u></p> <ul style="list-style-type: none">• how jobs help people earn money to pay for things they need and want



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<p>Summer 2</p>	<p><u>Living in the Wider World</u></p> <p><u>What groups and communities am I a part of?</u></p> <ul style="list-style-type: none">• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups <p><u>How can we look after the environment?</u></p> <ul style="list-style-type: none">• What kinds of things affect the planet?• How people harm and planet?• Things we can all do to help ensure our planet is a better place to live in.• What is an Eco-school? <p><u>How to handle change?</u></p> <ul style="list-style-type: none">• how people grow and change and how people's needs change as they grow from young to old• how to manage change when moving to a new class/year group
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Year 3 PSHE/RSE Curriculum Overview

Year 3 PSHE/RSE Curriculum Overview



EYFS – Year 6 PSHE/RSE Progression

Autumn 1

Relationship and Sex Education

What is personal space?

- List reasons why touch is important
- Describe what kind of physical contact is acceptable or unacceptable.
- Describe how to respond to unacceptable contact.
- Define what is personal space.
- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable

What does a healthy relationship look like?

- Recognise different types of healthy relationships
- Describe what makes a relationship unhealthy
- Understand how to develop positive relationships, including recognising and responding to someone feeling lonely.
- Identify who to talk to if worried and required support

Why is being equal important in relationships?

- Define the meaning of respect in relationships and the importance of working with others collaboratively
- Listen to others and respond or challenge other views appropriately
- Understand the importance of respecting other people's feelings



EYFS – Year 6 PSHE/RSE Progression

<p>Autumn 2</p>	<p><u>Keeping Safe</u></p> <p><u>How do I recognise risks in my life?</u></p> <ul style="list-style-type: none">• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers• How do I keep safe in the sun?• What happens when I breathe smoke in the air? <p><u>What to do in an emergency?</u></p> <ul style="list-style-type: none">• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns• what to do in an emergency, including calling for help and speaking to the emergency services
<p>Spring 1</p>	<p><u>Healthy Lifestyles</u></p> <p><u>What is a healthy diet? What is an unhealthy diet?</u></p> <ul style="list-style-type: none">• how to eat a healthy diet and the benefits of nutritionally rich foods• how people make choices about what to eat and drink, including who or what influences these <p><u>Why is personal hygiene important?</u></p>



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	<ul style="list-style-type: none">• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health• how, when and where to ask for advice and help about healthy eating and dental care
Spring 2	<p><u>Mental and Emotional Health</u></p> <p><u>How do my feelings affect my behaviour? How can I manage my feelings?</u></p> <ul style="list-style-type: none">• how regular physical activity benefits bodies and feelings• how to be active on a daily and weekly basis - how to balance time online with other activities• how to make choices about physical activity, including what and who influences decisions• how the lack of physical activity can affect health and wellbeing• how lack of sleep can affect the body and mood and simple routines that support good quality sleep• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried• What am I good at? <p><u>What are the ways we communicating online?</u></p> <ul style="list-style-type: none">• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)



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<p>Summer 1</p>	<p><u>Living in the Wider World</u></p> <p><u>How do rules and law protect me?</u></p> <ul style="list-style-type: none">• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) <p><u>What is the difference between my local British communities and global communities?</u></p> <ul style="list-style-type: none">• What is meant by a diverse community; how different groups make up the wider/local community around the school• how the community helps everyone to feel included and values the different contributions that people make• how to be respectful towards people who may live differently to them• What are the links between work and money?
<p>Summer 2</p>	<p><u>Living in the Wider World</u></p> <p><u>How can our choices make a difference to others and the environment?</u></p> <ul style="list-style-type: none">• Things we can all do to help ensure our planet is a better place to live in.• Ways the planet is being harmed and the affects on society (flooding, pollution)• Who can make real change on environmental matters?• How can Eco-schools help spread their message?



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[EYFS – Year 6 PSHE/RSE Progression](#)

[Year 4 PSHE/RSE Curriculum Overview](#)

Year 4 PSHE/RSE Curriculum Overview



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EYFS – Year 6 PSHE/RSE Progression

Autumn 1

Relationship and Sex Education

What is diversity?

- identify how we are the same in some ways and different in others.
- Recognise diversity in my community.
- Describe the groups I am part of.
- Celebrate differences.

Do boys and girls have different roles?

- Recognise common stereotypes about men and women.
- Explain what 'stereotype' and 'discrimination' means.
- Reflect and challenge stereotypes I hear.

What changes happen to my body?

- Remember the main parts of the body for boys and girls.
- Describe the key body changes when boys and girls become adults
- Explain how to keep clean as I grow.



EYFS – Year 6 PSHE/RSE Progression

<p>Autumn 2</p>	<p><u>Keeping Safe</u></p> <p><u>How do I manage risks in my life?</u></p> <ul style="list-style-type: none">• how to recognise, predict, assess and manage risk in different situations• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) <p><u>What is self-control?</u></p> <p><u>What is the difference between legal and illegal drugs? Are all drugs harmful?</u></p> <ul style="list-style-type: none">• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence• how people's online actions can impact on other people• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online• how to report concerns, including about inappropriate online content and contact• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
<p>Spring 1</p>	<p><u>Healthy Lifestyles</u></p> <p><u>How to manage feelings as I grow older?</u></p> <ul style="list-style-type: none">• how everyday things can affect feelings• how feelings change over time and can be experienced at different levels of intensity• the importance of expressing feelings and how they can be expressed in different ways• how to respond proportionately to, and manage, feelings in different circumstances• ways of managing feelings at times of loss, grief and change



EYFS – Year 6 PSHE/RSE Progression

	<ul style="list-style-type: none">• how to access advice and support to help manage their own or others' feelings <p><u>How do I make sure I sleep well? What is fuel for the body? How do I know if I'm physically ill?</u></p> <ul style="list-style-type: none">• As I grow older how do I ensure I learn to look after myself• What to do when you don't feel well and who to turn to
Spring 2	<p><u>Mental and Emotional Health</u></p> <p><u>What is resilience? What does it mean to have responsibility over my choices and actions?</u></p> <ul style="list-style-type: none">• how to recognise personal qualities and individuality• to develop self-worth by identifying positive things about themselves and their achievements• how their personal attributes, strengths, skills and interests contribute to their self-esteem• how to set goals for themselves• how to manage when there are set backs, learn from mistakes and reframe unhelpful thinking
Summer 1	<p><u>Living in the Wider World</u></p> <p><u>What is discrimination? What are the rights of the child?</u></p> <ul style="list-style-type: none">• Recognise common stereotypes about people – groups, communities – dispel these stereotypes• Explain what 'stereotype' and 'discrimination' means and how we can challenge ourself and others of preconceived ideas• Reflect and challenge stereotypes I hear and see• Your role as children in challenging stereotypes• Rights and voice of the child <p><u>How do we look after our money?</u></p>



EYFS – Year 6 PSHE/RSE Progression

	<ul style="list-style-type: none"> • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
Summer 2	<p><u>Living in the Wider World</u></p> <p><u>What is sustainability?</u></p> <ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment

Year 5 PSHE/RSE Curriculum Overview

Year 5 PSHE/RSE Curriculum Overview	
Autumn 1	<p><u>Relationship and Sex Education</u></p> <p><u>What is puberty?</u></p> <ul style="list-style-type: none"> • Label the main parts of the body, including genitalia. • Define puberty and list physical and emotional changes that happen to boys and girls during puberty as they change into adults, and able to reproduce. • Describe how periods affect girls both physically and emotionally • Explain the steps required to look after my body during puberty and how to manage my personal hygiene. <p><u>What are the different relationships in my life?</u></p>



EYFS – Year 6 PSHE/RSE Progression

	<ul style="list-style-type: none">• Name different relationships in my life.• List the roles of those that care for me.• Describe what a healthy relationship looks like. <p><u>What is unwanted touch?</u></p> <ul style="list-style-type: none">• Recognise that my body belongs to me and recall how to protect my body.• Describe inappropriate and appropriate touch• Explain the right to privacy and where on my body is private• Know who I would approach for help
<p>Autumn 2</p>	<p><u>Keeping Safe</u></p> <p><u>How to respond in an accident? What to do in an emergency?</u></p> <ul style="list-style-type: none">• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions• that if someone has experienced a head injury, they should not be moved• when it is appropriate to use first aid and the importance of seeking adult help• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services <p><u>How do I respond to dares? Who or what influences me?</u></p> <ul style="list-style-type: none">• What is a dare?• How dares are used in games?• Who is dares hurt? How can they be harmful?• How what others think can encourage my behaviour.• How to stand up against my peers when you know something isn't right.



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EYFS – Year 6 PSHE/RSE Progression

	<ul style="list-style-type: none">• Assertive voice
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EYFS – Year 6 PSHE/RSE Progression

<p>Spring 1</p>	<p><u>Healthy Lifestyles</u></p> <p><u>What are 'habits'?</u></p> <ul style="list-style-type: none">• What is a 'healthy' habit? What is an unhealthy habit?• How habits can affect our health? (smoking, drinking, unhealthy eating, lack of exercise)• How our habits can affect others? (worry, anxiety, anger)• How to 'kick' a habit and the work it takes to change a habit.• Why is it important to know about nutritional content of food? <p><u>How can we stop the spread of infection?</u></p> <ul style="list-style-type: none">• Review: why hygiene is important and how simple hygiene routines can stop germs from being passed on• How isolation (e.g. during lockdown Covid 19 periods helped slow infection rates• What diseases spread? And how they spread so quickly.• How to keep each other safe?• The importance of a healthy immune system
<p>Spring 2</p>	<p><u>Mental and Emotional Health</u></p> <p><u>What is mental health? How can I be happy being me? (body image)</u></p> <ul style="list-style-type: none">• Ways to recognise poor mental health• Who to turn to when you are struggling• How to improve my mental – and take responsibility and independence for my mental health• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)• recognise that the dangers that can contribute to mental health (online)• know we are all different and manage our mental health differently• how to recognise and respect similarities and differences between people and what they have in common with others



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- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)

How do I negotiate and compromise?

- What is negotiating?
- What is compromising?
- When would I come across times when I had to negotiate or compromise?
- How I may still not get what I want regardless of negotiating or compromising?
- How to handle disappointment and bounce back.

How do I stay safe on a mobile or tablet?

- Online dangers
- How to recognise an unsafe place online
- How to recognise unsafe conversations online
- Who to talk to when I feel unsafe online?
- What if you saw something you didn't like?
- Parental security – why do we have it?
- Being honest with your guardians/carers about your activity online



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<p>Summer 1</p>	<p><u>Living in the Wider World</u></p> <p><u>How are the rules and law made and changed?</u></p> <ul style="list-style-type: none">• What is parliament?• Who is the prime minister? What is their job?• Who decides what is important?• How to make your voice heard? (voting) <p><u>What is Fair Trade?</u></p> <ul style="list-style-type: none">• What is trade?• How does it contribute to our society?• Why does it need to be fair?• Who does it affect if trade isn't fair?
<p>Summer 2</p>	<p><u>Living in the Wider World</u></p> <p><u>How can I develop my enterprise skills?</u></p> <ul style="list-style-type: none">• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime• that some jobs are paid more than others and some may be voluntary (unpaid)• about the skills, attributes, qualifications and training needed for different jobs• that there are different ways into jobs and careers, including college, apprenticeships and university• how people choose a career/job and what influences their decision, including skills, interests and pay• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions <p><u>How to handle change?</u></p>



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	<ul style="list-style-type: none">• Meeting new teachers• New challenges
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Year 6 PSHE/RSE Curriculum Overview

Year 6 PSHE/RSE Curriculum Overview



EYFS – Year 6 PSHE/RSE Progression

Autumn 1

Relationship and Sex Education

What changes happen in my life?

- Identify as we grow and change, we have increased independence and responsibility.
- Describe how to keep safe with increased independence.
- Explain why I have more responsibilities as I grow older.
- Identify reasons why transition may be challenging.

What happens in a loving relationship and what is forced marriage?

- Identify positive qualities and expectations for different relationships
- Describe different types of relationships including marriage.
- Define forced marriage

How is a baby made?

- Label male and female body parts associated with conception and pregnancy.
- Explain a baby is made when a sperm (male) meets an egg/ovum (female) and then the fertilised egg settles into the lining of the womb.
- Define the term reproduction.
- Describe what pregnancy is, where it occurs and how long it takes in a human.



EYFS – Year 6 PSHE/RSE Progression

<p>Autumn 2</p>	<p><u>Keeping Safe</u></p> <p><u>How do drugs affect the mind and body?</u></p> <ul style="list-style-type: none">• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them <p><u>How do I manage peer pressure? Who or what influences me?</u></p> <ul style="list-style-type: none">• What is a peer pressure?• How peer pressure can be used against me?• Who is peer pressure can hurt myself and others?• How what others think can encourage my behaviour.• How to stand up against my peers when you know something isn't right.• Assertive voice <p><u>What are the basic emergency first aid skills?</u></p> <ul style="list-style-type: none">• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions• that if someone has experienced a head injury, they should not be moved• when it is appropriate to use first aid and the importance of seeking adult help• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
<p>Spring 1</p>	<p><u>Healthy Lifestyles</u></p> <p><u>How is my mental and physical connected?</u></p> <ul style="list-style-type: none">• how mental and physical health are linked• how positive friendships and being involved in activities such as clubs and community groups support wellbeing• how to manage the influence of friends and family on health choices



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	<p><u>How do I keep physically healthy?</u></p> <ul style="list-style-type: none">• how to make choices that support a healthy, balanced lifestyle including:<ul style="list-style-type: none">- how to plan a healthy meal- how to stay physically active- how to benefit from and stay safe in the sun- how and why to balance time spent online with other activities- how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep <p><u>Can I plan and prepare a healthy meal?</u></p> <ul style="list-style-type: none">• how to make choices that support a healthy, balanced lifestyle including:<ul style="list-style-type: none">- how to plan a healthy meal- how to maintain good dental health, including oral hygiene, food and drink choices• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
<p>Spring 2</p>	<p><u>Mental and Emotional Health</u></p> <p><u>How can I challenge negative thoughts and feelings?</u></p> <ul style="list-style-type: none">• that anyone can experience mental ill-health and to discuss concerns with a trusted adult• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on• that mental health difficulties can usually be resolved or managed with the right strategies and support <p><u>What is stereotyping?</u></p>



EYFS – Year 6 PSHE/RSE Progression

	<ul style="list-style-type: none">• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others• how to challenge stereotypes and assumptions about others• how to question and challenge stereotypes about the types of jobs people can do <p><u>How can the internet positively and negatively affect our mental health?</u></p> <ul style="list-style-type: none">• Online dangers• Positive places online• How to recognise an unsafe place online – and how this affects your mental health• How to recognise unsafe conversations online• Who to talk to when I feel unsafe online?• What if you saw something you didn't like?• Parental security – why do we have it?• Being honest with your guardians/carers about your activity online
Summer 1	<p><u>Living in the Wider World</u></p> <p><u>Why is it important to be critical of the media online and offline?</u></p> <ul style="list-style-type: none">• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions• that not everything should be shared online or social media and that there are rules about this, including the distribution of images• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions• how text and images can be manipulated or invented; strategies to recognise this• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts• to recognise unsafe or suspicious content online and what to do about it



EYFS – Year 6 PSHE/RSE Progression

	<ul style="list-style-type: none">• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue <p><u>How do people manage money?</u></p> <ul style="list-style-type: none">• how people make decisions about spending and saving money and what influences them• how to keep track of money so people know how much they have to spend or save• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)• how to recognise what makes something 'value for money' and what this means to them• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
<p>Summer 2</p>	<p><u>Living in the Wider World</u></p> <p><u>What do I want to be?</u></p> <ul style="list-style-type: none">• to discuss and debate what influences people's decisions, taking into consideration different viewpoints <p><u>How to handle change?</u></p> <ul style="list-style-type: none">• Moving onto a new school• Meeting new people• Experiencing a change in routine



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EYFS – Year 6 PSHE/RSE Progression

	<ul style="list-style-type: none">• Being brave and being given trust
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