

PSHE/RHE Curriculum Progression Map



FS2		Y1		Y2	
Aut 1: Traditional Tales Spr 1: Our City. Sum: Our world	Aut 2: Colour, Light & Celebrations Spr 2: People who help us	Aut 1: Superheroes Spr 1: Castles Sum 1: Plants	Aut 2: Toys Spr 2: Animal Planet Sum 2: Pirates	Aut 1: Dragons Spr 1: Journeys Sum 1: Habitats	Aut 2: Great Fire of London Spr 2: Space Sum 2: Habitats

SEAL themes

Autumn 1 New Beginnings
Autumn 2 Getting on and Falling out/Say No to Bullying
Spring 1 Going for Goals
Spring 2 Good to be Me
Summer 1 Relationships
Summer 2 Changes

Relationships

<p>Progression: PSED ELG: Making Relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><i>Development Matters revised July 2021</i> Build constructive and respectful relationships Think about the perspectives of others.</p> <p>PSED ELG: Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Progression Family Fa1 What makes a family? Who is in my Family? - Understand that families are made up of a special group of people, which changes gradually over time. - Understand that these people are all connected in different ways, and that these connections are important Key vocabulary <i>People, roles, change, loss</i> PSHE Link: <i>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i> <i>R2. to identify the people who love and care for them and what they do to help them feel cared for</i> <i>R4. to identify common features of family life</i> Implementation at LIS includes: • Use Learn Sheffield RHE presentations as a starting point for discussion</p>	<p>Progression Family Fa2) Do families always stay the same? - Understand how changes and events can influence our feelings Key vocabulary <i>Change, moving, forever, feelings</i> PSHE links <i>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</i></p> <p>Fa3) How should families treat each other? - Understand that children and adults both have responsibilities to each other. - Understand that we should feel loved, cared for and safe in our homes. - Know what to do if our needs are not being met Key vocabulary <i>Responsibility, kindness</i> PSHE links <i>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i></p>
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PSED ELG:

Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Development Matters revised July 2021

Express their feelings and consider the feelings of others.

Implementation at LIS includes:

- Explore relationships through half termly SEAL themes (Reception)
- Explore relationships during circle times, story times and P4C opportunities

- Explore relationships through half termly SEAL themes (Y1)
- Explore relationships during circle times
- Explore relationships through texts e.g. for P4C lessons

R2. to identify the people who love and care for them and what they do to help them feel cared for

L1. about what rules are, why they are needed, and why different rules are needed for different situations

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R21. about what is kind and unkind behaviour, and how this can affect others

L2. how people and other living things have different needs; about the responsibilities of caring for them

Fa4) When should I say no?

- Understand that other people need permission before they can touch us

- Understand that some parts of our bodies are more private than others

- Recognise that other people often want different things than ourselves

Key vocabulary

Consent, private, permission

PSHE links

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

Fa5) Who owns my body? I do!

Friendships

Fr1) Who is my friend?

- Understand that there is a difference between close friends, friends, acquaintances and strangers

Key vocabulary

Friend, family, stranger, acquaintance, member of my community

- Understand that certain parts of our bodies are very private, and only we get to decide what happens to them

- Understand that secrets and surprises are different

- Know how to report concerns

Key vocabulary

Trusted adult, secret, surprise, worried

PSHE links

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R16. about how to respond if physical contact makes them feel uncomfortable or

Unsafe

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Implementation at LIS includes:

- Use Learn Sheffield RHE presentations as a starting point for discussion
- Explore relationships through half termly SEAL themes (Y2)
- Explore relationships during circle times
- Explore relationships through texts e.g. for P4C lessons

Friendships

Fr4) How do we stop bullying?

- Empathise with other people and understand why bullying is so hurtful

- Order types of bullying to understand which ones are the worst

PSHE link

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. to identify the people who love and care for them and what they do to help them feel cared for

Fr2) What makes a good friend?

- Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.
- Understand that difference can be a positive thing in our relationships

Key vocabulary

Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team

PSHE links

H16. about ways of sharing feelings; a range of words to describe feelings

R22. about how to treat themselves and others with respect; how to be polite and courteous

R25. how to talk about and share their opinions on things that matter to them

R24. how to listen to other people and play and work cooperatively

R6. about how people make friends and what makes a good friendship

R8. simple strategies to resolve arguments between friends positively

Fr3) Should friends tell us what to do?

- Understand that friends should treat each other well and be fair
- Understand that there is not an ideal number of friends [You can have as many as you like]

Key vocabulary

Bullying, physical, emotional, group, disability, minority

PSHE links

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Implementation at LIS includes:

- Use Learn Sheffield presentation as a starting point for discussion
- Explore relationships through half termly SEAL themes , including Say No to Bullying (Y2)
- Explore relationships during circle times
- Explore relationships through texts e.g. for P4C lessons

	<p>-Understand that being controlling of other people is bad and that excluding other children is hurtful</p> <p>- Understand that friends should not tell us what to do, although we should listen politely</p> <p>Key vocabulary <i>Include, exclude, leave out, respect, listening, polite</i></p> <p>PSHE links <i>R22. about how to treat themselves and others with respect; how to be polite and courteous</i> <i>R21. about what is kind and unkind behaviour, and how this can affect others</i></p> <p>Implementation at LIS includes:</p> <ul style="list-style-type: none"> • Use Learn Sheffield RHE presentation as a starting point for discussion • Explore friendships and relationships through half termly SEAL themes (Y1) • Explore friendship issues during circle times and partner, group and trio work opportunities • Explore friendships through texts e.g. for P4C lessons 	
Health and Wellbeing (including Keeping Safe)		
<p>Progression PSED ELG: Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Development Matters revised July 2021 Express their feelings and consider the feelings of others.</p>	<p>Progression: Understanding my feelings M1) Where do feelings come from?</p> <p>- Understand that we have a range of emotions, depending on our experiences and situations</p> <p>- Know what to do when we experience strong emotions</p> <p>- Build language to talk about feelings</p> <p>Key vocabulary <i>Angry, happy, nervous, scared, sad, calm, surprised</i></p> <p>PSHE links <i>H11. about different feelings that humans can experience</i></p>	<p>Progression: Understanding my feelings M2) Who am I?</p> <p>- Understand that each of us has skills and talents that are valuable</p> <p>- Understand that we are important, unique people who deserve kindness and respect</p> <p>- Appreciate that other people are important, no matter how good they are at certain things</p> <p>Key vocabulary Pride, unique,</p> <p>PSHE links</p>

<p>Identify and moderate their own feelings socially and emotionally.</p> <p>PSED ELG: Self-confidence and self-awareness</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Development Matters revised July 2021</p> <p>See themselves as a valuable individual</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Implementation at LIS includes:</p> <ul style="list-style-type: none"> • Emotional regulation posters • SEAL time • Children's Mental Health awareness week 	<p><i>H12. how to recognise and name different feelings</i></p> <p><i>H16. about ways of sharing feelings; a range of words to describe feelings</i></p> <p><i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i></p> <p>M3) What helps me to be happy?</p> <ul style="list-style-type: none"> - Understand the connection between their actions and the feelings of themselves and others - Discover how our choice of activities can affect our happiness <p>Key vocabulary</p> <p><i>feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors</i></p> <p>PSHE links</p> <p><i>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</i></p> <p><i>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</i></p> <p><i>H23. to identify what they are good at, what they like and dislike</i></p> <p><i>H21. to recognise what makes them special</i></p> <p><i>H22. to recognise the ways in which we are all unique</i></p> <p><i>H11. about different feelings that humans can experience</i></p> <p><i>H12. how to recognise and name different feelings</i></p> <p><i>H16. about ways of sharing feelings; a range of words to describe feelings</i></p> <p><i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i></p> <p>Implementation at LIS includes:</p> <ul style="list-style-type: none"> • Emotional regulation posters • SEAL time • Children's Mental Health awareness week • Mindfulness and relaxation techniques 	<p><i>H21. to recognise what makes them special</i></p> <p><i>H22. to recognise the ways in which we are all unique</i></p> <p><i>H26. about growing and changing from young to old and how people's needs change</i></p> <p><i>L14. that everyone has different strengths</i></p> <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Emotional regulation posters • SEAL time • Children's Mental Health awareness week • Mindfulness and relaxation techniques • Moves health and wellbeing resources • Growth Mindset activities <p>:</p>
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Physical Development: ELG: Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Development Matters revised July 2021

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Manage their own needs.

- Personal hygiene

Implementation at LIS includes:

- Daily routines
- Storytimes/Circle times
- FS2 P4C/Rainbow Talk

- [Imoves health and wellbeing resources](#)

Staying Healthy (including Keeping Safe)

P1) How do I help my body stay healthy?

- Understand that active lifestyles including regular exercise can keep our bodies more healthy
- Appreciate that some people live with disabilities or are differently abled and that
- Understand that we can't always have healthy bodies, because sometimes we get ill or injured

Key vocabulary

Exercise, diet, sleep, brushing, teeth

PSHE links

H1. about what keeping healthy means; different ways to keep healthy

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H17. about things that help people feel good (e.g. playing outside, doing things

they enjoy, spending time with family, getting enough sleep)

H10. about the people who help us to stay physically healthy

Link with KS1 Science Programme of Study

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

P2) How do I decide what to eat?

- Identify the components of a balanced diet

Key vocabulary

Diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher

PSHE links

H2. about foods that support good health and the risks of eating too much sugar

Implementation at LIS includes:

- [Use Learn Sheffield RHE presentations](#)
- [Physical activity days](#)

Staying Healthy (including Keeping Safe)

P3) How do we stop getting ill?

- Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people
- Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell
- Understand that we can prevent tooth decay by brushing our teeth regularly

Key vocabulary

Teeth, dentist, clean, wash, disease, germs

PSHE links

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

Link with KS1 Science Programme of Study

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

P4) How can I stay safe?

- Identify common dangers that they may encounter both at home and in the wider world:
 - Chemicals and medicines
 - Roads and cars
 - Riding bicycles and scooters
 - Environmental
 - Railways

- Healthy food – make/draw plates of these foods

- Water
- Fires

- Know what to do in an emergency situation

- Telling adults
- Calling emergency services

Key vocabulary

Chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance

PSHE links

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H33. about the people whose job it is to help keep us safe

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

Growing

G1) Will I always be a child? (Science link)

- Recognise the 5 key stages of human life
- Understand how their bodies will change as they age
- Consider how their lives will change as they get older
- Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities

Key vocabulary

		<p><i>Change, age, baby, child, teenager, adult, elderly, PSHE links</i></p> <p><i>H26. about growing and changing from young to old and how people's needs change</i></p> <p><i>H28. about rules and age restrictions that keep us safe</i></p> <p><i>L1. about what rules are, why they are needed, and why different rules are needed for different situations</i></p> <p><i>L5. about the different roles and responsibilities people have in their community</i></p> <p>Links with KS1 Science Programme of Study</p> <p><i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p> <p><i>Notice that animals, including humans, have offspring which grow into adults</i></p>
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Learning for Life (Living in the wider world/community)

<p>Progression:</p> <p>Understanding the world ELG: People and communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Development Matters revised July 2021 Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>PSED ELG: Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • SEAL input and circle times • Input during topic coverage • FS2 P4C sessions/Rainbow Talk 	<p>Progression:</p> <p>Community</p> <p>What makes a happy classroom? Class Charter</p> <p>New Beginnings – SEAL focus</p> <p>PSHE links</p> <p><i>L1. about what rules are, why they are needed, and why different rules are needed for different situations</i></p> <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Opportunities to work as a team • SEAL lessons on a class charter and what makes a happy classroom • P4C sessions 	<p>Progression:</p> <p>Community</p> <p>C1) How do we make a happy school?</p> <ul style="list-style-type: none"> - Understand why we have rules and how they help us learn and be happy - Understand how to behave appropriately and how to contribute to school life - Appreciate how important school is to them - Identify their special people in school <p>Key vocabulary</p> <p><i>Rules, right, wrong</i></p> <p>PSHE links</p> <p><i>L1. about what rules are, why they are needed, and why different rules are needed for different situations</i></p> <p><i>L2. how people and other living things have different needs; about the responsibilities of caring for them</i></p> <p><i>L5. about the different roles and responsibilities people have in their community</i></p> <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Use Learn Sheffield RHE presentation as a starting point for discussion • SEAL resources on creating a community. • P4C sessions
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C2) Who lives in my neighbourhood?

- Know what range of communities live near school
- Appreciate that they should treat people with respect and kindness, regardless of difference
- Understand what to do if they feel uncomfortable, either with strangers or with people they know

Key vocabulary

Community, different

PSHE links

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

L4. about the different groups they belong to

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

C3) What makes a boy or a girl?

- Name their body parts, including external genitalia
- Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes

Key vocabulary

penis, vagina, boy, girl, non-binary

PSHE links

Online Safety (Link with Computing curriculum)

- Understand why we shouldn't share personal information. Thinkuknow resources Y1 Hector's World

Implementation at LIS includes

- Online Safety Day (February)

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H22. to recognise the ways in which we are all unique

R23. to recognise the ways in which they are the same and different to others

Online Safety (Link with Computing curriculum)

Os1) Screen time

(Online safety Curriculum reference - L1)

- Understand that people need to get the correct balance of time spent online and offline

Key vocabulary

Screen, connect, active, creative

PSHE links

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

H9. about different ways to learn and play; recognising the importance of knowing

when to take a break from time online or TV

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

Os2) Personal information

(Online safety Curriculum reference - S1)

- Understand why we shouldn't share personal information

- Understand how to keep our personal information private and safe when we are online

Key vocabulary

personal, information, private

PSHE links

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Os3) Online strangers

(Online safety Curriculum reference - P1)

Objectives

- Understand that people online are strangers if we don't know them in real life
- Understand that we shouldn't share private and personal information with strangers

Key vocabulary

Truth, private, personal, information

PSHE links

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Os4) Fake News

(Online safety Curriculum reference - N1)

- Understand that anybody can put things online
- Recognise the difference between truth and fiction
- Understand that things online are often not true
- Become more familiar with the term 'Fake News'

Key vocabulary

Internet, information, money, fake

PSHE links

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

		<p><i>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</i></p> <p><i>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</i></p> <p>Implementation at LIS includes: Online Safety Day (February) Regular input on Keeping Safe online throughout the school year during computing lessons.</p>
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