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| **2-year overview of coverage & progression - PSHE & SRE Education** Pupils are taught the themes and engage, developing necessary skills.  |
| **EYFS**• See themselves as valuable individuals.• Build constructive and respectful relationships; forming positive relationships with adults and other children.• Play co-operatively; taking turns. Take account of one another’s ideas about how to organise their activity. • Express their feelings and consider the feelings of others; Show sensitivity to others’ needs and feelings. • Show resilience and perseverance in the face of challenge. Show confidence to try new activities and say why they like some activities more than others. • Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others.• Develop confidence to speak in a familiar group, talking about their ideas, choosing the resources they need for their activity. Saying when they do/do not need help. • Manage their own needs - personal hygiene• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian |
| **YEAR A:** | **Year1&2** | **Year 3&4** | **Year 5&6** |
| **WE’RE ALL STARS!** | 1. Devising a class charter/rules/contributing to the life of the classroom.

2. Getting to know each other.3. My behaviour.4. Looking after each other.5. Happy playtimes.6. Making choices. | 1. Devising a class charter. Consequences.2. Gifts and talents.3. Aspirations and goals.4. Working co-operatively.5. Happy playtimes, resolving conflict, dares.6. Having opinions. | 1. Devising a class charter.2. Gifts and talents.3. Working co-operatively.4. Communication skills.5. Being an effective learner.6. Role models. |
| **BE FRIENDLY, BE WISE** | 1. Making friends.2. Falling out with a friend.3. Managing anger.4. Anti-bullying.5. Hazards in the home and fire safety.6. Road safety. | 1. The importance of friends.2. Falling out with a friend.3. Managing anger.4. Anti-bullying.5. What to do in an emergency/ getting help.6. E-safety – positive/negative effects from social media. | 1. Different types of friends.2. Conflict resolution.3. Managing anger.4. Anti-bullying.5. E-safety and cyber-bullying.6. Body image and online influences. |
| **LIVING LONG, LIVING STRONG** | 1. SRE: recognising and naming body parts.2. SRE: understanding the human life cycle.3. Setting a simple personal goal.4. Healthy lifestyles.5. Physical activity.6. Dental health. | 1. SRE: recognising and naming body parts.2. SRE: understanding the human life cycle.3. Setting a simple personal goal.4. Healthy lifestyles.5. Physical activity.6. Dental health. | 1. SRE: understanding the physical changes at Puberty.
2. Body Image.
3. SRE: recognising different types of relationships – LGBTQ.
4. The concept of well-being and feeling good.
5. Making healthy choices about food/benefits of a balanced diet.
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| **DARING TO BE DIFFERENT** | 1. Our likes and dislikes.2. Feeling proud.3. Being special.4. Recognising worries.5. Staying calm and relaxed.6. Standing up for myself. | 1. Similarities and differences amongst people.2. Discrimination.3. Feeling good about yourself.4. Hopeful and disappointed.5. Hiding or showing feelings and emotions/recognise and respond to feelings.6. Standing up for myself. | 1. Differences of opinion.2. Agreeing and disagreeing.3. Risky choices.4. Standing out from the crowd.5. Being assertive. 6. First Aid. |
| **DEAR DIARY** | 1. Asking for help – who to tell and how.

2. Feeling loved and cared for.3. Managing uncomfortable feelings.4. Thinking of others.5. Dealing with worries. 6. Supporting each other. | 1. Knowing where to go for help.2. Taking responsibility. 3. Making wise informed choices.4. Managing uncomfortable feelings – loss and divorce, separation, bereavement5. Dealing with worries.6. Supporting each other. | 1. Knowing where to go for help.2. Managing uncomfortable feelings –embarrassment.3. Put-downs and boost ups.4. Breaking friends. 5. Forgiveness.6.Supporting each other; moving onto High school. |
| **JOINING IN & JOINING UP** | 1. Listening effectively.2. Expressing opinions.3. Respecting differences.4. Right/wrong, fair and unfair, kind/unkind.5. Making choices.6. Anti-Bullying. | 1. Jobs at home and in school.2. Representation – local council.3. Voting and debating4. Having a say in the school community.5. Voluntary, community and pressure groups. 6. Ethnic identities. | 1. Anti-social behaviour and the consequences of crime.2. Rules and laws.3. Courts – local and magistrates.4. Voting and debating.5. Having a say in the school community.6. Fund-raising and charities. |
| **YEAR B:** | **Year1&2** | **Year 3&4** | **Year 5&6** |
| **IT’S** **OUR** **WORLD** | 1. Devising a class charter.2. Getting to know each other.3. Communities we belong to.4. Saving energy around the school.5. Recycling.6. Improving/harming our environment. | 1. Devising a class charter & rules/ overcoming barriers to reaching goals.
2. Wishes, hopes and dreams

3. Understanding rules and laws to protect us.4. Saving energy 5. Topical issues - Climate change (1) 6. Climate change (2) | 1. Devising a class charter.2. Environmental awareness and responsibility.3. Climate change – Global Warming.4. Climate change – Cop 26.5. Sustainability issues. |
| **SAY NO!** | 1 .Staying safe -:medicines/householdsubstances & what’s harmful.2. Keeping physically and emotionally safe.3. Online safety.4. Secrets and surprises. 5. Keeping safe – in the environment – on the road, rail, water, fire. 6. Personal hygiene and diseases.  | 1. Assessing risk and hazards.2. Drugs Ed: legal and illegal drugs/habits.3. Drugs Ed: effects and risks of smoking/habits.4. Drugs Ed: effects and risks of drinking alcohol5. Keeping safe in my local area: say no to gangs6. Anti-bullying. | 1. Anti bullying and Cyber-bullying.
2. Social media.
3. Online influences.

4. Keeping safe in my local area: say no to knives.5. Local issues – democracy – local MP and current priorities.6. British values. |
| **MONEY** **MATTERS** | 1. Why do we have money?2. Keeping money safe.3. Can I afford it?4. Wants and needs.5. What does it mean to be rich?6. Setting a simple goal. | 1. Keeping track of my money.2. Paying for goods.3. Family expenses. 4. Planning and budgeting.5. Charity work and fundraising.6. Enterprise. | 1. Earning money.2. Value for money.3. Lending and borrowing money. 4. Gambling.5. Deductions and expenses. 6. Poverty. |
| **WHO** **LIKES** **CHOCOLATE?** | 1. Foods from around the world.2. Customs and rituals.3. Special day foods and celebrations.4. How much chocolate do we eat?5. Where does chocolate come from?6. Fair Trade principles. | 1. The real cost of chocolate.2. What is fair trade? 3. Consumer power. 4. The media andInformation  5. Advertising.6. Recognising and challenging stereotypes. | 1. Rich and poor nations.2. Trade across the world.3. Global footprints4. Food shortages and hunger.5. Fairness and responsibility.6. Democracy world -wide.7. Reporting the news. |
| **PEOPLE****AROUND** **US** | 1. Special people.2. People who help us 3. Feeling lonely4. Different kinds of families.5. Difficult choices -leaving home - refugees | 1. Similarities and differences2. How we are all connected3. Living and working cooperatively4. Recognising and challenging prejudice/human rights.5. Gender stereotypes 6. Contributing to society – jobs people do. | 1. National, religious and ethnic identities in the UK.2. Different types of relationships.3. Stereotyping and judgement.4. Put-downs and conflict.5. Ending friendships 6. Forgiveness. |
| **GROWING UP** | 1. SRE: remembering being a baby.2. SRE: what can I do now I’m bigger?3. Similarities and differences.4. Being unique.5. Making change happen.6. Changing our behaviour. | 1. SRE: change is normal/ the human life cycle.2. SRE: celebrating and marking key life events3. SRE: acceptable physical contact.4. Form and maintain positive relationships. 5. Positive change/Unwelcome change. 6. E-safety – keeping safe online/mobile phones/protecting personal information | 1. SRE: body changes in puberty.
2. Body image.

3. SRE: where do babies come from?4. LGBTQ+.5. Common responses to change.6. Transition and moving on. |

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| **Year A overview - Skills progression – PSHE & SRE Education**  |
|  | **Year1&*2*** | **Year 3&4** | **Year 5&6** |
|  **WE’RE** **ALL**  **STARS!** | **I can give different examples where I, or others make my class happy and safe.****I can express why some choices are better than others.** | **I can explain why it is important to have rules and how that helps me and others learn.** **I can explain why being democratic is important and can help me and others feel valued.**  | **I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.** **I can empathise with others in my community and globally.**  |
| **BE** **FRIENDLY,** **BE** **WISE** | **I can give examples of behaviour I appreciate and behaviours that I don’t like.** **I can give examples of different problem-solving techniques and explain how I might use them in my relationships.** **I can share ways of staying safe at home and around and about.**  | **I can explain why my choices might affect my family, friendships and people around the world who I don’t know.** **I can give ways that might help me manage my feelings within different relationships.****I know what to do in different types of emergencies.** **I can list factors that will keep me safe online.**  | **I can apply strategies to manage my feelings and the pressures I may face to use technology that may be risky or cause harm to myself or others.** **I can explain the feelings I may experience if I lose someone special and when I need to stand up for myself and my friends in real or online situations.** **I understand e-safety and how to keep myself safe online.** |
| **LIVING** **LONG,** **LIVING** **STRONG** | **I can give examples of when being healthy can help me feel happy.**  **I can compare my own and my friends’ choices and can express how it feels to make healthy and safe choices.** **I can justify my choices about foods and medicines.**  | **I can express how being anxious/scared/unwell feels.****I can select suitable strategies for keeping myself safe and healthy.** **I can identify feelings of anxiety and fear associated with peer pressure.**  | **I can summarise different ways that I respect and value my body.****I can evaluate the different roles food and substances can play in peoples’ lives.** **I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.** **I can explain how to deliver basic first aid.**  |
| **DARING** **TO** **BE** **DIFFERENT** | **I can explain why being unique and special is important.****I can explain why it is okay to be different from my friends.** **I can justify why gender stereotypes are not always fair.** | **I can explain when my involvement with conflict situations affected other peoples’ feelings and why this made the situations better or worse.** **I can explain why it is good to accept myself and others for who we are.**  | **I can explain why racism and other forms of discrimination are unkind.****I can explain how I feel about discriminatory behaviour.** **I can explain the consequences of making different choices and share ways of how to deal with challenging situations or conflict between others.**  |
|  **DEAR**  **DIARY** | **I can use different strategies to deal with my worries.** **I can tell you where I can get help.**  | **I can explain different situations where I may feel different emotions.** **I know where to seek help and support.**  | **I understand that in my relationships I may be faced with challenging emotions and situations and I have strategies to deal with these.** **I understand the challenges of transition and I am developing a tool kit to deal with this.**  |
| **JOINING** **IN** **&** **JOINING** **UP / SRE** | **I can make the right choice between right and wrong.** **I can use the correct terms to describe the private parts of my body.** **I can explain when it might be appropriate to talk about these and when I should not.** **I can respect my own and other’s privacy.**  | **I can explain my choices when voting and debating.****I can share my thoughts about my school community and global issues.** **I can describe fully the change that takes place inside/outside boys and girls bodies during the growing up process.** **I know when touch is appropriate/inappropriate.**  | **I understand the role of the individual in a democracy including voting and debating.** **I understand the role of law.****I recognise the importance of charitable organisations.** **I can give a detailed account of the changes that occur in boys and girls bodies during puberty and any associated emotional changes.** **I can reflect on the changes I will go through during puberty.** |

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| **Year B overview - Skills progression - PSHE & SRE Education**  |
|  | **Year1&*2*** | **Year 3&4** | **Year 5&6** |
|  **IT’S** **OUR** **WORLD** | **I can justify the choices I make to help keep my class and school a safe and fair place.****I can say how to care for my environment including eco issues.** | **I can analyse my learning strengths and use this to design clear steps to help me work well and improve.** **I can explain what it means to be resilient and to have a positive attitude.** **I understand global climate issues and ways of contributing to this.**  | **I can share what I need to do to improve myself and those around me, by reflecting on my everyday choices.** **I understand my global responsibility and how my choices affect others, my community and the wider world.**  |
|  **SAY** **NO!** | **I can justify my choices about medicines and explain healthy and safe ways in which they can be good for my body.** **I can tell you how to stay safe in and around the home.** **I can say why my internal treasure chest is an important place for me to protect in social situations and online.**  | **I can explain why it is good to accept myself and others for who we are.** **I understand the dangers that face me as I grow up.****I understand how to make the right choices to protect me and my internal treasure chest against harmful substances and people.**  | **I can reflect on the links between mental/emotional health, alcohol, substances and on line dangers. I have considered what my attitude to these may be when I am older.****I understand the importance of British values and how this affects my local community.** |
|   **MONEY**  **MATTERS** | **I can talk about where money comes from, what people do with money and what impact it has on our everyday lives.**  | **I understand how managing money is important so that when I am older I can pay for my needs and wants.**  | **I understand the problems associated with money.****I recognise the importance of budgeting and making informed decisions about how I use my money.**  |
|  **WHO** **LIKES**  **CHOCOLATE?** | **I understand the principals of fair trade products, including chocolate.**  | **I recognise the cost implications related to fair trade products globally and the advertising/media issues surrounding this.**  | **I understand the wider implications of fair trade including famine, poverty and conflict.**  |
|  **PEOPLE**  **AROUND** **US** | **I can tell you about other people’s roles in my life including those that are there to help me.** **I am aware that different families may face different challenges to mine.**  | **I understand how to live in a harmonious society, respecting all differences and celebrating these.**  | **I can understand differences in gender, ethnicity and relationships and challenge negativity towards these.**  |
|  **GROWING**  **UP / SRE** | **I can compare how I am now to when I was a baby.****I can explain some of the changes that will happen to me as I get older.** | **I can recognise how I feel about changes happening to me and can suggest some ideas to cope with these feelings.** **I understand key rules of e-safety that will protect me.**  | **I can give a detailed account of the changes that occur in boys and girls bodies during puberty and any associated emotional changes.** **I can express my own attitudes towards people that are different and empathise with their circumstances.**  |