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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. |
| **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, bereavement  5. 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 debating  4. 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/household  substances & 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 alcohol  5. Keeping safe in my local area: say no to gangs  6. 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 and  Information  5. Advertising.  6. Recognising and challenging stereotypes. | 1. Rich and poor nations.  2. Trade across the world.  3. Global footprints  4. 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 lonely  4. Different kinds of families.  5. Difficult choices -leaving home - refugees | 1. Similarities and differences  2. How we are all connected  3. Living and working cooperatively  4. 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 events  3. 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.** |