

Curriculum Skills and Progression Map

PSHE



Nebula
where stars are born



The Nebula Federation

Horsford CE VA Primary School

Curriculum Map – PSHE				
Knowledge and Understanding – Pupils know and understand ...				
	EYFS	KS1	Lower KS2	Upper KS2
Social Justice and Equity	<ul style="list-style-type: none"> • what is fair and unfair • importance of caring and sharing 	<ul style="list-style-type: none"> • what fairness means • examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> • how fairness may not always mean equal treatment 	<ul style="list-style-type: none"> • some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels
Identity and Diversity	<ul style="list-style-type: none"> • uniqueness and value of every person • similarities and differences between self and others 	<ul style="list-style-type: none"> • similarities and differences between peoples in local setting and also in wider contexts • what contributes to self-identity and belonging 	<ul style="list-style-type: none"> • diversity of cultures and societies within and beyond own experience • contributions of different cultures to our lives • nature of prejudice, racism and sexism and ways to combat these impacts of stereotyping, prejudice and discrimination and how to challenge these 	<ul style="list-style-type: none"> • impacts of stereotyping, prejudice and discrimination and how to challenge these • importance of language, beliefs and values in cultural identities
Peace and Conflict	<ul style="list-style-type: none"> • how own actions have consequences • some basic ways to avoid, manage and resolve conflict 	<ul style="list-style-type: none"> • causes of disagreement and conflict at personal, classroom and household levels 	<ul style="list-style-type: none"> • some causes and effects of conflict at all levels from personal to global • strategies for managing, resolving 	<ul style="list-style-type: none"> • examples of conflicts past and present in own society and others

		<ul style="list-style-type: none"> • some ways of avoiding, managing and resolving conflict 	<p>and preventing conflict, including 'win-win' solutions</p>	<ul style="list-style-type: none"> • importance of resolving conflict fairly
Human Rights	<ul style="list-style-type: none"> • basic needs for human life 	<ul style="list-style-type: none"> • rights in class and school • the need to respect the rights of others • basic human rights and how some people have these denied 	<ul style="list-style-type: none"> • UN Convention on the Rights of the Child • reasons why some people have their rights denied • those responsible for rights being met 	<ul style="list-style-type: none"> • importance of citizens, societies and governments respecting and defending people's human rights current and historical
Power and Governance	<ul style="list-style-type: none"> • rules in class and school • how rules can help us 	<ul style="list-style-type: none"> • how to take part in making and changing rules in own class / school • uneven sharing of power and how some people are excluded from decision-making 	<ul style="list-style-type: none"> • the need for rules in own school and wider society and how people can take part in making and changing them • basics of how own country is governed 	<ul style="list-style-type: none"> • how a lack of power and representation can result in discrimination and exclusion • the power of collective action
Critical and Creative Thinking	<ul style="list-style-type: none"> • ask questions • suggest a way to solve a problem • wonder about ideas 	<ul style="list-style-type: none"> • ask relevant questions • consider merits of different viewpoints • use different approaches to solve problems 	<ul style="list-style-type: none"> • begin to identify bias and opinion • give evidence for an argument, assess different viewpoints and present counter-arguments • imagine alternative possibilities and 	<ul style="list-style-type: none"> • evaluate media and other sources for bias, stereotypes and range of voices and perspectives • analyse own and others' assumptions about people and issues • keep mind open to new ideas

			suggest new ideas to solve problems	
Empathy	<ul style="list-style-type: none"> show sensitivity to people’s feelings and needs 	<ul style="list-style-type: none"> show awareness of, and concern for, people’s feelings show interest in, and concern for, others outside immediate circle and in contexts different to own 	<ul style="list-style-type: none"> adapt behaviour to take into account feelings of others empathise with people in local and more distant contexts understand impacts of prejudice and discrimination 	<ul style="list-style-type: none"> discern how people are feeling through their words, body language, gestures and tone recognise how different backgrounds, beliefs and personalities affect behaviour and world views

Please see appendix A for deeper thinking questions. Please see appendix B for RSE/PSHE/Mental health long term plan.

PSHE: VOCABULARY MAP		
EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none"> • fair • unfair • sharing • caring • similar • different • consequence • help • rules • kind • gentle 	<ul style="list-style-type: none"> • empathy • fairness • difference • similar • identity • belonging • agreement • disagreement • conflict • resolution • problem solving • rights • responsibility • decision • views (i.e. different views to their own) 	<ul style="list-style-type: none"> • diversity • culture • society • equality • contribution • rights and responsibilities • racism • sexism • stereotype • discrimination • prejudice • challenge • conflict • resolve (in relation to conflict) • prevent (in relation to conflict) • solution (in relation to conflict) • rule/law • empathy • impact • bias/opinion

Curriculum Map – PSHE				
Skills – Pupils can ...				
	EYFS	KS1	Lower KS2	Upper KS2
Self-awareness and reflection	<ul style="list-style-type: none"> recognise, name and deal with feelings in a positive way notice some effects of own actions on others identify how people are feeling (e.g. happy, sad, worried) 	<ul style="list-style-type: none"> recognise effects of own behaviour on others and use this to help make choices identify matters that are important to self and others learn from mistakes and use feedback 	<ul style="list-style-type: none"> identify connections between personal decisions and issues affecting people locally and globally explore reasons for negative feelings towards others and in new or difficult situations 	<ul style="list-style-type: none"> recognise personal strengths and weaknesses evaluate ways in which own emotions, words and behaviour can affect people both locally and globally
Communication	<ul style="list-style-type: none"> listen to others take turns to express a view 	<ul style="list-style-type: none"> participate in discussions about issues that affect self, others and the wider world state opinions and start to give reasons for these listen carefully to others 	<ul style="list-style-type: none"> listen attentively, question and respond to others express own views and ideas on issues clearly, using a range of appropriate methods give reasons, evidence and examples in support of an opinion 	<ul style="list-style-type: none"> communicate effectively through a range of media about issues to suit subject, audience and purpose use active listening skills adapt behaviour to new cultural environments
Cooperation and Conflict Resolution	<ul style="list-style-type: none"> participate in group activities take turns and share manage disputes peacefully 	<ul style="list-style-type: none"> play and work cooperatively help to ensure that everyone in own group is included begin to show tact and diplomacy 	<ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings use knowledge of others' viewpoints to resolve problems and compromise 	<ul style="list-style-type: none"> take on different roles in group work employ effective strategies for repairing damaged relationships

Curriculum Skills and Progression Map



<p>Ability to manage complexity and uncertainty</p>	<ul style="list-style-type: none"> ask for help if unsure what to do 	<ul style="list-style-type: none"> describe feelings about changes in own life and locally 	<ul style="list-style-type: none"> describe feelings about changes and events in own setting and the wider world use strategies to cope with challenging times recognise when there may be no single right or wrong answer 	<ul style="list-style-type: none"> adapt to new situations and explore new ways of seeing local and global issues explore multiple perspectives and alternative visions of the future
<p>Informed and reflective action</p>	<ul style="list-style-type: none"> support others in group or class 	<ul style="list-style-type: none"> contribute actively and constructively to the life of own class and school take action when something is unfair 	<ul style="list-style-type: none"> participate in decision making in school contribute to the well-being of the wider community share opinions and evidence on issues with others including decision-makers and elected representatives 	<ul style="list-style-type: none"> identify and plan appropriate action(s) and opportunities to make own voice heard challenge viewpoints which perpetuate inequality and injustice reflect on learning from taking action

Curriculum Map – PSHE Attitudes – Pupils have ...				
	EYFS	KS1	Lower KS2	Upper KS2
Sense of identity and self-esteem	<ul style="list-style-type: none"> awareness of self and own uniqueness sense of self-worth and worth of others 	<ul style="list-style-type: none"> sense of belonging and valuing of relationships with others awareness of, and pride in, own individuality 	<ul style="list-style-type: none"> positivity about the ways in which one is both similar to others and uniquely different value what contributes to own identity 	<ul style="list-style-type: none"> valuing of own and others' individuality openness to new ideas and perspectives which challenge own
Commitment to social justice and equity	<ul style="list-style-type: none"> sense of fair play willingness to take turns and share 	<ul style="list-style-type: none"> willingness to stand up and speak up for others fairness in dealings with others 	<ul style="list-style-type: none"> offence at unfair treatment of others locally and globally sense of justice growing interest in world events and global issues 	<ul style="list-style-type: none"> active concern at injustice, exploitation and denial of human rights willingness to take action against injustice and inequity
Respect for people and human rights	<ul style="list-style-type: none"> starting to think of others 	<ul style="list-style-type: none"> respect for other people's feelings and ideas respect for the rights of others belief that everyone has equal rights 	<ul style="list-style-type: none"> readiness to think through consequences of words, actions and choices on others belief that it is everyone's responsibility to challenge prejudice and discrimination 	<ul style="list-style-type: none"> sense of solidarity with those suffering human rights violations, injustice and discrimination
Value diversity	<ul style="list-style-type: none"> positive attitude towards difference and diversity willingness to listen to the ideas of others 	<ul style="list-style-type: none"> valuing others as equal and different willingness to listen respectfully to the ideas and views of others even when one disagrees 	<ul style="list-style-type: none"> valuing difference recognising the benefits of listening to a range of different perspectives and viewpoints 	<ul style="list-style-type: none"> respect for the rights of all to have a point of view willingness to challenge prejudiced and discriminatory views

		<ul style="list-style-type: none"> willingness to learn from the experiences of others 		<ul style="list-style-type: none"> recognition of diverse perspectives on any issue, and that the majority view is not always right
Commitment to participation and inclusion	<ul style="list-style-type: none"> willingness to play fairly and inclusively with others 	<ul style="list-style-type: none"> willingness to participate in activities both inside and outside of the classroom belief that that everyone should be included and able to participate 	<ul style="list-style-type: none"> active participation in school-based decision making proactive inclusion of other people, especially those who may face barriers to participating fully 	<ul style="list-style-type: none"> supporting and encouraging others to participate willingness to reach agreement through compromise
Belief that people can bring about change	<ul style="list-style-type: none"> belief that everyone can do things to improve surroundings and support others 	<ul style="list-style-type: none"> belief that people can make a difference, both on their own and when they work together 	<ul style="list-style-type: none"> belief that individuals and groups can improve situations willingness to cooperate with others to change things for the better 	<ul style="list-style-type: none"> willingness to take an informed stand on global issues belief that people can often make a greater difference when they take action collectively

Appendix A: Deeper thinking questions

Please find attached possible questions you may like to ask your class. Teachers will be able to use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the RSE/PSHE curriculum. Class teachers to notify the subject leader if they need to make changes.

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Reception	'What can you do if you feel 'x'?' 'What does 'fair' mean?' 'What does 'unfair' mean?' 'How can you help someone if they feel.....?' 'What does a person look like when they feel 'x'? Do all people look this way when they feel 'x'?'	'Why is it important to wash our hands?' 'How can does being healthy and clean help us?'	'How can you make a friend?' 'What happens if a rule is something gets tricky and a rule is broken?' 'What is a compliment?' 'Why is it important to give compliments?'	'How do you feel when you get to choose?'. 'What does it feel like when you can't choose?'	'What is a private space?' 'Does everyone have to follow the rules?' 'What would happen if we didn't have rules in school?'	'What makes you special?' 'Who can we ask for help?'
Year 1	In relation to a discussion about feelings: 'How might you react towards someone who behaved this way towards you?' 'How might that affect their emotions and how they feel?' Would this make their behaviour better?' 'Have you noticed how different people respond differently to the same feeling? Why is this?'	'Can you notice any similarities between boys and girls physically?' '	'Why do Chinese whispers often end up different to how they started?' 'What things are unhelpful when you are trying to talk to someone?' 'What things are unhelpful when you are trying to listen to someone?' 'How easy is it to communicate constructively when we have strong feelings and different views to other people?' 'Noah is playing with a ball in the playground when an older pupil takes it away from him. How can you help Noah? How might Noah be feeling?'	'What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity?' 'What does it feel like to be uniquely different?'	'How did being unwell make you feel?' 'What does it feel like when you have seen someone else be unwell?' 'How can we prevent and protect ourselves from becoming unwell?' 'What is a right? What rights do we have in school? Why are they important?' 'What is a responsibility? What responsibilities do we have in school? Why are they important?'	Responses to these questions will vary from child to child. 'Who can we ask for help at home, school and outside of school?' 'Why is it important to ask for help?' 'How do we feel when we ask for help?'

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 2	<p>‘Can you describe a time when you have won or succeeded at something?’ ‘How did this make you feel?’ ‘Is that feeling stronger if you have worked hard for it?’</p> <p>‘What does belonging mean?’ ‘What does it feel like to belong?’</p>	<p>‘How have you changed since you were a baby?’ Was this always easy?’</p>	<p>‘Amelia is upset because her friends aren’t talking to her and she doesn’t know why. How can you help?’</p> <p>‘Why are similarities and differences important?’</p> <p>‘What does it mean to be proud? Have you ever felt proud of something you have done? Discuss what this felt like.’</p>	<p>‘What is the best thing about being a part of your family?’ ‘In what ways are our families different and special?’</p> <p>In relation to a scenario/context you might be exploring: ‘do you agree with this point of view? If so why? If not, why not? Do you agree with some bits but not all?’</p>	<p>‘What different types of touch can you think of?’ ‘What is personal space?’ ‘How would you feel if someone was in your personal space?’</p> <p>‘Does everyone have the same rights and responsibilities?’ ‘Should everyone have the same rights and responsibilities? Discuss.’</p> <p>‘What is our responsibility towards others? Do we have any responsibilities towards others?’</p>	<p>‘Would it be ok for all secrets to be kept forever?’</p> <p>‘Should we always keep a secret?’</p> <p>‘Why would you not want to/why would it be important to share this ‘secret?’’</p> <p>‘How might you feel telling someone a secret?’</p> <p>‘How might you feel telling somebody else’s secret?’</p>
Year 3	<p>‘How does positive self-talk influence feelings, behaviour and happiness?’</p> <p>‘What does positive self talk could you say to yourself if you were experiencing low self-esteem?’</p>	<p>‘What are the good things about being your age? A teenager? An adult? A much older person?’</p> <p>‘How does it feel to share similarities with other people in the class?’</p> <p>‘How does it feel to know you are completely unique to other people in the class?’</p> <p>‘Why it is important to keep the body clean? How can people keep the body clean and healthy?’</p>	<p>‘What relationship behaviour is most important to you, so you can enjoy respectful relationships? Is this something that you can pledge to be like yourself within your own relationships?’.</p>	<p>‘Does being born physically a boy (with a penis) or physically a girl (with a vulva) make any difference to your feelings, likes and dislikes?’ ‘Should someone change the things they want to do to avoid other people being unkind to them, if this makes them happy?’</p> <p>‘What is bias? Have you been bias before? What does it feel like to be bias? Should people be bias?’</p> <p>‘What is an opinion? What opinions do you have? Should people have opinions?’</p>	<p>‘Does your comfort around touch depend who is touching you?’ ‘Does your comfort around touch depend where someone is touching you?’ Does your comfort around touch depend on how someone is touching you?’</p> <p>‘Why was the UN convention of the rights of the child important? What impact did it have?’</p> <p>‘Why should we have people responsible for ensuring needs are met?’ ‘Should it always be the same people, or different people depending on the situation?’</p>	<p>‘How did it feel to get excited by a nice surprise?’ ‘What types of things might someone ask them to keep a secret?’ ‘Who would be an appropriate adult that you could talk to if you need to share a secret?’</p>

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 4	<p>'How do you react when you feel certain emotions? Are any of these responses physical (the body does something different)?'</p> <p>'What things do you try to do to help yourself or someone else who is feeling angry or scared?'</p> <p>'Why is it important to 'step in someone else's shoes' and show empathy sometimes?'</p>	<p>'What can you do now, that you could not do as a small baby?'</p> <p>'How might the body change as you continue to grow and develop? How might your emotions and feelings change as you continue to grow and develop?'</p> <p>'What responsibilities and things will you be trusted to do when you are older, that you are too young to do now?'</p>	<p>'If a bedroom is a private place, does it become more public if the bedroom door is left open?'</p>	<p>'How does it feel knowing we are all connected through some similarities?'</p> <p>'Imagine everyone looked the same and felt the same. Would the world be as interesting? Discuss.'</p>	<p>'Is being in love more important than being married?'</p> <p>'How would you feel if your parents picked your future husband or wife? Do you think your parents would pick the same person for you as you would pick for yourself? Which person would you prefer to marry? Why?'</p> <p>'What is diversity? Why is it important? Should we respect all diverse practices? Discuss.'</p> <p>'What is justice? Is justice present in all countries all over the world?'</p> <p>'What is injustice? How can we help those who face injustice?'</p>	<p>'What skills and qualities do you have to solve problems that you might face?'</p> <p>'How can you help others to solve problems?'</p> <p>'Is it always our responsibility to solve a problem?'</p> <p>'Can all problems be fixed?'</p> <p>'Who can you ask for help and support if you need it?'</p> <p>'Why is it important to ask for help?'</p>

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 5	<p>'How might your emotions/feelings change as you move through puberty? Will everyone's experiences be the same?'</p> <p>'Is it always possible to know how someone is feeling through their body language?' 'How else can we know how someone is feeling?'</p>	<p>'How might puberty cause the male body to change?'</p> <p>'How might puberty cause the female body to change?'</p> <p>'What do you think will be the hardest physical change of puberty to cope with?'</p>	<p>'What different types of relationships can people be in?'</p> <p>'What could you do to manage the unhealthy relationship behaviour?'</p>	<p>'How can we challenge stereotyping and bullying?'</p> <p>'Why is it important to challenge stereotyping and bullying?'</p> <p>'Can feedback always be used for personal growth. Discuss and use examples to demonstrate your ideas.'</p>	<p>'How do you know who you are sharing your information with?'</p> <p>'How do you know if that person shares your information with someone else?'</p> <p>'Someone has had personal information shared about them. How might this make them feel?'</p> <p>'Discuss the cause and effects of poverty locally and globally.'</p> <p>'Compare the impact of poverty locally and globally.'</p> <p>'Discuss and cause and effect of inequality (including gender inequality) locally and globally.'</p> <p>'Compare the impact of inequality locally and globally.'</p> <p>'Discuss: the media is always biased. It provides no valuable source of information.'</p>	<p>'Who could you ask to help you, if you found something online that upset you?'</p> <p>'Should we believe everything we see online? How can we challenge what we see?'</p> <p>'What does it mean to have a growth mindset? What does it mean to have a fixed mindset?'</p>

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 6	<p>‘What do you think young children learn about their bodies from playing with toys like a Barbie? What impact do you think these unrealistic toys and characters can have on how someone feels about their own body?’</p> <p>‘How does it feel to give someone a compliment? How does it feel to receive a compliment?’</p> <p>‘Why is it important to feel positive about how you look?’</p> <p>‘How can our feelings impact others? Are we always responsible for this?’</p>	<p>‘What do you think will be the hardest emotional change to go through during puberty?’</p> <p>‘How does good physical health improve mental health? Do the two impact on each other?’</p>	<p>Evaluate the impact and consequences of discrimination.</p> <p>‘What responsibilities do we have towards preventing discrimination? What responsibilities do others have towards helping to prevent discrimination?’</p>	<p>‘What would it be like if someone didn’t let you have any of your favourite things?’</p> <p>Evaluate the impact of stereotyping and suggest ways it can be prevented.</p> <p>Why is it important to have our human rights defended? At what cost should they be protected? Is it ever right to take away someone’s human rights?’</p> <p>‘Should all cultural practices be respected? Explain your answers with views for and against.’</p>	<p>‘How can we prevent a cold from being shared?’</p> <p>‘Sometimes true, always true, never true: Conflict is always necessary to resolve disagreements and problems.’</p> <p>‘Sometimes true, always true, never true. We are always responsible for managing personal conflicts.’</p>	<p>‘How can we ask for help?’</p> <p>‘Where are best places to seek support?’</p> <p>‘Can we challenge some advice that we are given?’</p> <p>‘What is the impact of growth mindset on our own personal growth?’</p> <p>‘How can we support others who might be finding things difficult?’</p> <p>‘Is it our responsibility to fix other peoples problems? What could you do if you don’t know how to solve a problem?’</p>

Appendix B: RSE/PSHE Long term plan: The black objectives are prepared and planned for in the Education solution resource. Teachers are to use their discretion and adapt planning according to the needs of their class. The blue objectives are not included in the resource, and therefore class teachers will have to plan and resource these sessions.



RSE/PSHE/Mental Health Long term plan

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
EYFS	<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p><i>Pupils can identify what is fair and unfair and the importance of caring and sharing.</i></p> <p><i>Pupils can show sensitivity to people’s feelings and needs.</i></p> <p><i>Pupils demonstrate an awareness of self and their own uniqueness.</i></p> <p><i>Pupils can demonstrate an understanding of their own self-worth and worth of others.</i></p>	<p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p>	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p><i>Pupils can recognise their own uniqueness and value of every person.</i></p> <p><i>Pupils can recognise how their own actions have consequences.</i></p>	<p>Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.</p>	<p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p><i>Pupils to understand the concept of rules (e.g. rules in class and school) and how rules can help us.</i></p>	<p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> <p><i>Pupils can ask questions and begin to suggest a way to solve a problem.</i></p>

Curriculum Skills and Progression Map



	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 1	Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation. Pupils are able to discuss what fairness means.	Pupils can identify and respect the differences and similarities between people. Pupils can participate in discussions about issues that affect self, others and the wider world.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. Pupils understand that they have right and responsibilities in class and school.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.
Year 2	Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. Pupils can recognise what contributes to self-identity and belonging.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Pupils can recognise similarities and differences. Pupils can demonstrate an awareness of, and pride in, their own individuality.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them. Pupils can identify different points of view and consider their merits.	Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. Pupils understand that they have basic human rights and that some people have these denied.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.
Year 3	Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils can begin to identify bias and opinion.	Pupils understand the right to protect their body from unwanted touch. Pupils can identify their own rights (e.g. UN Convention on the Rights of the Child), those others and who is responsible for rights being met.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 4	Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	<p>Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.</p> <p>Pupils can identify some causes and effects of conflict at all levels from personal to global.</p>	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
Year 5	<p>Pupils can anticipate how their emotions may change as they approach and/or move through puberty.</p> <p>Pupils can discern how people are feeling through their words, body language, gestures and tone.</p>	Pupils can anticipate how their body may change as they approach and/or move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	<p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p>Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.</p> <p>Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</p> <p>Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</p>	<p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.</p> <p>Pupils can recognise personal strengths and weaknesses.</p>

Curriculum Skills and Progression Map



	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 6	<p>Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.</p> <p>Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p>	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.</p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.</p>	<p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> <p>Pupils know the impacts of stereotyping, prejudice and discrimination and how to challenge these.</p> <p>Pupils know the importance of language, beliefs and values in cultural identities.</p> <p>Pupils know importance of citizens, societies and governments respecting and defending people's human rights current and historical.</p>	<p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <p>Pupils can identify, explore and discuss examples of conflicts past and present in own society and others.</p> <p>Pupils can discuss importance of resolving conflict fairly and develop a range of strategies to resolve some personal conflicts fairly.</p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.</p>