

Progression of Skills and Knowledge – PSHE including RSE

Milton Road Primary School PSHE long term planning						
Cycle A 2023-4, 2025-6	Autumn		Spring		Summer	
Foundation	Beginning and Belonging MMR1 BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Me and My World Cit2 MWF Identities & Diversity Cit1 IDF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Healthy Lifestyles HSL3 HLF
Years 1 -6	Beginning and Belonging MMR4 BB12 MMR9 BB34 MMR14 BB56 SEAL New Beginnings	Family and Friends MMR6 FF12 MMR11 FF34 MMR16 FF56 Anti-bullying MMR 7 AB12 MMR12 AB34 MMR17 AB56 Lost and Found KSI LF12 SEAL Getting on and Falling out	Working Together Cit3 WT12 Cit6 WT34 Cit9 WT56 Financial Capability EW1 FC12 EW2 FC34 EW3 FC56 SEAL– Going for Goals	Relationships & Sex Education HSL6 SR1 HSL10 SR2 HSL13 SR3 HSL17 SR4 HSL20 SR5 HSL24 SR6 SEAL Good to be me	Managing Risk HSL4 MR12 HSL11 MR34 HSL18 MR56 Safety Contexts HSL5 SC12 HSL12 SC34 HSL19 SC56	Healthy Lifestyles HSL7 HL12 HSL14 HL34 HSL21 HL56 Y6 Relationships & Sex Education update HSL24 SR6

Cycle B 2022-3, 2024-5		Autumn		Spring		Summer	
Years 1 -6	Foundation	Beginning and Belonging MMR1 BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Me and My World Cit2 MWF Identities & Diversity Cit1 IDF	My Body and Growing Up HSL1 BGF	Keeping Safe (incl. Drug Education) HSL 2 KSF	Healthy Lifestyles HSL3 HLF
		Rights, Rules and Responsibilities Cit5 RR12 Cit8 RR34 Cit11 RR56 SEAL New Beginnings	My Emotions MMR5 ME12 MMR10 ME34 MMR15 ME56 Anti-bullying MMR7 AB12 MMR12 AB34 MMR17AB56 SEAL Say no to Bullying	PSHE Units Diversity and Communities Cit4 DC12 Cit7 DC34 Cit10 DC56	PSHE Units Drug Education HSL8 DE12 HSL15 DE34 HSL22 DE56 Relationships & Sex Education HSL20 SR5 Year 5 Body Image BI56	Personal Safety HSL9 PS12 HSL16 PS34 HSL23 PS56 E Safety ES12 ES34 ES56	Managing Change MMR8 MC12 MMR13 MC34 MMR18 MC56 Relationships & Sex Education Y6 update HSL24 SR6 Seal – Changes

Myself and my Relationships: Beginning and belonging

EYFS	Expected	<ul style="list-style-type: none"> • I can say what is special about me and about other people in my class. • I can talk about how to welcome new people to my class. • I can say how the way I behave can change how others feel. • I can say some classroom rules and why they are important. • I can take turns, share and listen to others.
Year 1/2		<ul style="list-style-type: none"> • Be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn • Understand the agreed ground rules • Be able to name the other children in their class and to take part in relationship building activities • Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome • Be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help • Be able to show some simple strategies for helping other people who need support.
Year 3/4		<ul style="list-style-type: none"> • Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class • Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school • Be able to identify people at home, at school and in other contexts of their lives to include in their support networks • Know how they can access support and some ways they can help other people.
Year 5/6		<ul style="list-style-type: none"> • Be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn • Know the names of everyone in their class and be able to build new relationships • Know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions • Be able to identify a range of people in their Network of Support, and know how to access help and support • Have ideas for helping new people feel welcome, and be able to offer support to others who need help.

Myself and my Relationships: Family and Friends

EYFS	Expected	<ul style="list-style-type: none"> • I can say who my special people are and why they are special. • I can name the people in my family and say how we care for each other. • I can say what a good friend is like. • I can explain how I could make new friends and talk about some of my friends. • I can say some ways of making up with friends when we fall out. • I know some things I can do if someone is unkind to me.
Year 1/2		<ul style="list-style-type: none"> • Be able to describe some of the qualities of friendship and skills for making friends. • Have developed some strategies for managing when friendships are difficult • Understand that there are different family patterns • Be able to describe what is special about their own family and its members, and about other people they know.
Year 3/4		<ul style="list-style-type: none"> • Be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends on and offline • Understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict in friendships • Be able to describe some emotions felt by people experiencing friendship challenges and the causes of these • Be able to describe some ways families offer support in tough times • Be able to identify special people in their networks and know from whom and how to access support.
Year 5/6		<ul style="list-style-type: none"> • Describe aspects of healthy and unhealthy relationships, online and offline • Have developed ways of beginning new friendships and maintaining existing ones, on and offline • Have strategies for managing some of the pressures in friendships and family relationships • Understand when consent should be sought and given in their current relationships, on and offline • Be able to describe how communication skills, empathy and compromise can reduce familiar relationship challenges • Understand how families can support each other through periods of change or pressure.

Myself and my Relationships: My Emotions

EYFS	<u>Expected</u>	<ul style="list-style-type: none"> • I can say how I am feeling and how someone else might be feeling. • I can say what might cause different feelings. • I can say how I feel when things change or when I lose something. • I can say some ways to help myself feel better. • I can say some ways I might help someone else feel better.
Year 1/2		<ul style="list-style-type: none"> • Be able to describe how they are feeling, including how strong that feeling is • Be able to recognise feelings in others • Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves • Know that there is a link between thoughts, feelings and behaviour • Begin to understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind • Have developed some understanding of the difference between behaviour which is impulsive and that which is considered • Know what it feels and looks like to be assertive.
Year 3/4		<ul style="list-style-type: none"> • Be able to recognise and communicate how they are feeling • Be able to recognise and describe feelings in others, and show care towards them • Have developed some strategies to be able to move from an uncomfortable state to a more positive one • Be able to explain what is meant by 'mental wellbeing' • Know who to approach and how to get support with their emotions • Recognise their own personal strengths and qualities • Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive • To understand what is meant by "over-reacting", and to be able to show understanding towards themselves and others • Know what it feels and looks like to be assertive and when it might be appropriate.
Year 5/6		<ul style="list-style-type: none"> • Be able to use a range of vocabulary to describe different emotions in themselves & others, including mixed emotions • Understand that we are responsible for our actions, although not for our feelings • Be able to explain what is meant by mental wellbeing, and describe how mental health can vary and how common mental ill health is • Be able to describe some self-care strategies, and say which ones tend to work for them • Understand what is meant by loneliness and suggest some ways to manage feelings of isolation or loneliness • Explain the concepts of identity and self-respect • Be able to suggest when they might need to seek help, who to approach, and how they might do this.

Citizenship: Diversity and communities

EYFS	Expected	<ul style="list-style-type: none"> • I can say who belongs to my class and talk about similarities and differences between us. • I can say who is in my family and how other families are different. • I can say what is important to me and my family and how other families are different. • I know that it is important not to be unkind to people because they are different from me. • I know some ways people celebrate what they believe in.
Year 1/2		<ul style="list-style-type: none"> • Be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others • Know about some similarities and differences in people's lifestyles, including different groups people belong to • Be able to describe places in their community, how they and others might use them, and who is available to help them • Understand how they can help look after the school environment, and make a contribution to doing so • Know what animals and plants need to survive and how they can help look after them.
Year 3/4		<ul style="list-style-type: none"> • Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others • Recognise difference and respect diversity, including the importance of challenging stereotypes • Know about groups and communities that exist locally, and the roles some people play in the community • Understand some different forms and roles of the media • Understand some of the needs of the local environment • Know some needs of animals, including pets, and the responsibilities of humans towards them.
Year 5/6		<ul style="list-style-type: none"> • Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves • Be able to describe the ethnic make-up of their community and different groups that live in Britain • Recognise the negative effects of stereotyping and prejudice • Know about how they and others, including volunteers, contribute to the community • Understand about the role of the media and its possible influences • Understand some ways of caring for the environment and the contribution they can make.

Citizenship: Rights, rules and responsibility

EYFS	Expected	<ul style="list-style-type: none"> • I know who helps look after me at school and how I can look after my school and home. • I can talk about different places in my neighbourhood and what they are for. • I can talk about some of the different jobs people do in my neighbourhood and how they help others. • I can talk about being outside and some ways I can help look after the environment, including plants and animals. • I know what money is, can explain why we need it and why we might save it.
Year 1/2		<ul style="list-style-type: none"> • Be able to name some adults in school who look after them and describe their responsibilities • Be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family • Be able to describe classroom ground rules and explain how they have been involved in making them • Understand why we have classroom rules and describe how they make the classroom a better place for everyone • Be able to explain what is meant by voting and be able to name some people who make decisions at school • Share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.
Year 3/4		<ul style="list-style-type: none"> • Be able to explain the difference between wants and needs • Be able to explain why rights are important and that they come with responsibilities, at home and at school • Be able to express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority • Be able to explain why rules are needed and be able to identify those which are necessary and useful • Participate in making class ground rules and show or explain what following the rules looks like • Suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting • Be able to describe what a representative does.
Year 5/6		<ul style="list-style-type: none"> • Be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important • Be able to explain and demonstrate rules for keeping safe, their responsibility to others online and where to seek support • Be able to explain the conventions of courtesy and manners in some different settings • Know why rules and laws are needed in society and explain some reasons why people sometimes break them • Understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils • Be able to express their views on a moral or social question and listen to the views of others.

Citizenship: Working Together

Year 1/2	Expected	<ul style="list-style-type: none"> • Be able to name some of their own strengths and skills • Be able to identify a new skill to develop • Understand and practise listening skills, take turns and make clear explanations • Understand and practise group work skills, including discussion, negotiation and co-operation • Be aware of how their strengths and skills can be useful in a group • Be able to evaluate a group work task.
Year 3/4		<ul style="list-style-type: none"> • Be able to identify their own strengths and skills and those of others • Be able to identify skills they would like to develop • Take part in a class learning challenge • Know how to show they are listening using their body, express opinions confidently and ask open questions • Be able to work as a group to make decisions and solve a problem • Know how different people can contribute to a group task • Be able to persevere at a task • Be able to evaluate a group task, including giving and receiving feedback.
Year 5/6		<ul style="list-style-type: none"> • Be able to identify their own strengths and skills, those of others and know how these can complement each other • Be able to talk about skills they would like to develop and hopes for the future • Understand that the ability to learn is a valuable skill • Know some skills which might be useful in a range of jobs • Communicate effectively, using listening, negotiation, debating and chairing skills • Recognise influences on their decision making, including the media • Know how to persevere • Use evaluation and feedback to inform future work.

Healthy and Safer Lifestyles: Healthy Lifestyles

EYFS	Expected	<ul style="list-style-type: none"> • I know some of the things my body needs to stay healthy. • I can talk about foods I like and dislike. • I know why different foods and drink are important for my body. • I know what exercise is and why it is good for me. • I can make some choices which keep me healthy.
Year 1/2		<ul style="list-style-type: none"> • Be able to give examples of how to be healthy and to reflect on their own lifestyles and choices • Be able to explain why healthy eating and physical activity are both important • Know the difference between being active and inactive and give some examples • Be able to say what changes physically and emotionally when they are active • Be able to talk about food likes and dislikes and give reasons • Understand that food can be divided into different groups and know that for good health we need a balanced diet.
Year 3/4		<ul style="list-style-type: none"> • Know that they can make choices which are healthier or less healthy and reflect on their own lifestyle • Know that eating a balanced diet, being active and sleeping all contribute to a healthy lifestyle • Understand some of the reasons people sometimes make less healthy choices • Be able to talk about some of the physical and mental benefits of exercise • Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others • Be able to state some of the influences on food choices and some of the persuasive methods used in advertising • Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals • Be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks • Know how much sleep we need and be able to talk about what happens if we don't get enough • Know why dental hygiene is important and how they can look after their teeth.
Y5/6		<ul style="list-style-type: none"> • Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity • Be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important • Be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves, including explaining the possible consequences of an imbalance • Understand the benefits of physical activity for promoting health and the risks of not participating • Understand that behaviour, routines and a variety of influences affect their lifestyle choices, including online • Be able to explain why some online apps and games are age restricted, and how online behaviour can affect physical & mental health • Explain that a healthy lifestyle includes physical, social and mental health and how they can take responsibility for their own health.

Healthy and Safer Lifestyles: Managing Safety and Risk

EYFS	Expected	<ul style="list-style-type: none"> • I can say the names of trusted adults who are in my Safety Circle, and when and how to tell them. • I can talk about places in school and its grounds, where I feel safe or unsafe. • I can explain how to use my safety eyes and ears and what to do if I am lost. • I know the difference between 'yes' and 'no' touches. • I know some road safety rules. • I know what goes on to and in to my body, including how to keep safer with medicines.
Year 1/2		<ul style="list-style-type: none"> • Be able to name a familiar risky situation and suggest ways of reducing risk • Be able to say their full name and address and know when this might be useful • Be able to explain a simple strategy for action if they are lost • Recognise dangers that traffic poses • Know ways to stay safer in the sun • Describe ways of preventing accidents on the playground • Understand what is meant by an emergency and who might help them.
Year 3/4		<ul style="list-style-type: none"> • Describe some physical and emotional reactions to risk • Describe how friends might influence them in risky situations • Explain strategies for staying safer near roads and water • Describe ways they could safely act in an emergency • Carry out a simple first aid procedure • Explain ways to prevent accidents in familiar settings
Year 5/6		<ul style="list-style-type: none"> • Describe some benefits and consequences of taking risks, in familiar and unfamiliar contexts • Describe ways their levels of responsibility are changing • Describe strategies for getting help from known and unknown adults, even when this is difficult • Describe strategies for staying safer on the roads when using them independently, as a cyclist or pedestrian • Describe strategies to keep safer in the sun • Describe some first aid procedures to be used in familiar and unfamiliar situations.

Healthy and Safer Lifestyles: Drug Education

Year 1/2	Expected	<ul style="list-style-type: none"> • Have a basic understanding of how things can get inside the body and that some can be helpful and some can be harmful • Be aware of safety rules concerning medicines and be able to name people who could help them take them safely • Understand that many people have injections and suggest some reasons why • Understand that there can be alternatives to medicine use to feel better • Be able to recognise simple risks and suggest ways of managing given scenarios.
Year 3/4		<ul style="list-style-type: none"> • Be able to name some medical and legal recreational drugs • Have a basic understanding of how a drug can enter the body and the bloodstream • Be able to explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them • Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help • Know that nicotine and alcohol are drugs and describe some of their effects • Have begun to consider why some people choose to use nicotine and alcohol • Have thought about influence and persuasion and will demonstrate some skills to counter these.
Year 5/6		<ul style="list-style-type: none"> • Be able to categorise drugs as medical, non-medical, legal and illegal • Understand the possible physical and psychological effects of some drugs • Understand the roles of medicines and immunisations • Recognise some reasons why people use and misuse drugs and be able to suggest some alternatives • Understand some of the laws relating to drugs • Have begun to recognise influence and pressure and have related this to peers and the media • Be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.

Healthy and Safer Lifestyles: Personal Safety

Year 1/2	Expected	<ul style="list-style-type: none"> • Be able to identify different feelings and tell others how they feel • Be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe • Know who they could talk with if they have a worry or need to ask for help • Be able to identify private parts of the body and say 'no' to unwanted touch • Know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online.
Year 3/4		<ul style="list-style-type: none"> • Be able to recognise their own feelings and talk about them to others • Be able to recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe • Be able to name the adults in their Network of Support and know how and when to ask these trusted adults for help • Be able to identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact • Be able to seek help if they feel worried about a relationship with a friend or family member • Be able to suggest some ways to help stay safe online.
Year 5/6		<ul style="list-style-type: none"> • Be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe • Be able to identify the qualities that make a safe 'network' person • Be able to seek help from an adult in their Network of Support and know when to review their network • Be able to judge whether a secret is safe or unsafe • Be able to identify behaviours that constitute abuse and neglect • Be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies • Be able to contribute to discussions about assessing risk.

Healthy and Safer Lifestyles: Relationship and Sex Education

EYFS		<ul style="list-style-type: none"> • I can say what my body looks like and some things it can do. • I can describe some similarities and differences between people's bodies. • I can say how my body has changed since I was a baby. • I know some ways I and my trusted adults look after me and my body and keep it clean. • I can say how growing up makes me feel.
Year 1		<ul style="list-style-type: none"> • Be able to recognise names for the main external parts of the body • Be able to name the sexual parts with growing confidence using colloquial and scientific words with trusted adults • Be able to describe what their bodies can do and understand how amazing their body is • Show some understanding that their body belongs to them • Be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease
Year 2		<ul style="list-style-type: none"> • Be able to recognise babies, children and adults of different ages and put them into age order • Understand that human babies grow inside their mothers • Be able to describe the main physical developments which take place in early childhood • Be able to describe some of the changes in responsibilities and expectations during early childhood • Understand a baby's basic needs • Understand how dependent a baby is on parents/carers to provide its basic needs.
Year 3		<ul style="list-style-type: none"> • Be able to use the scientific terms penis, testicles/testes, breast and vulva/vagina and explain which parts are male and which are female (please select the relevant vocabulary your school is using) • Be able to give several examples of the capabilities of their own bodies • Be able to describe familiar hygiene routines and understand the reasons for doing these things • Be able to anticipate new responsibilities for their personal hygiene • Be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.
Year 4	Expected	<ul style="list-style-type: none"> • Be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy • Be able to explain that a baby grows from a male seed and a female egg • Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood • Be able to identify an area for which they can take more responsibility • Be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.

Year 5		<ul style="list-style-type: none"> • Know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions • Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently • Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others • Understand the importance of washing regularly and of maintaining other hygiene routines during puberty • Understand ways they can prevent the spread of some bacterial and viral diseases.
Year 6		<ul style="list-style-type: none"> • Be able to describe the main stages of sexual reproduction, using some scientific vocabulary • Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively • Understand that puberty affects people in different ways, both physically and emotionally • Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt or upset • Describe some characteristics of loving, trusting relationships • Understand a few reasons a couple might choose to have children • Show awareness of some family structures which are different from their own.

Economic Wellbeing: Financial Capability

Year 1/2	Expected	<ul style="list-style-type: none"> • Understand that we can receive and spend money in many ways • Know how to save and look after their money and why we might do so • Begin to understand the difference between wants and needs and the need for informed choices • Begin to understand family spending and the impact of choices • Begin to understand and manage some of the changing feelings associated with money • Have a simple understanding of what charities might do and why we have them.
Year 3/4		<ul style="list-style-type: none"> • Know that we receive money through a variety of means, including paid work • Know ways to keep money safe, including saving it • Understand that some of the ways we use money can make it grow or involve risk • Understand that we make choices about spending for many different reasons • Begin to understand that the choices we make affect us, our communities and the wider world • Begin to understand and manage the sometimes uncomfortable and changing feelings we have about money • Begin to understand that money may have different value and meaning to different people at different times and in different cultures • Know about the work of a charity and why we might need it • Be able to manage money effectively in real life situations.
Year 5/6		<ul style="list-style-type: none"> • Have a broad view of what money is, including history, trade and currencies • Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community • Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture • Understand how our choices can have an impact on the local and wider communities • Understand that managing money is complex and may involve risk but there are people who can help • Have a broad view of what we mean by poverty and know something of its links with trade and charities • Understand that feelings around money can be complex, difficult and changeable • Be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.