



PSHCE Intent: At Aston and Cote CE Primary we provide pupils with the knowledge, understanding, attitudes, values and skills they need to reach their potential as unique individuals and within the community. Pupils are provided with a wide range of activities and experiences across and beyond the curriculum, enabling them to contribute fully to the life of their school and communities. In doing so they learn to recognise their worth, work well with others and become increasingly responsible for their own learning, reflecting on their experiences and understanding how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

National Guidance: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education: Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

When any school provides RSE they must have regard to the [Secretary of State's guidance](#), this is a statutory duty.

Substantive Concept/ Strand-Me and My Relationships - Term 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	What makes me special People close to me Getting help						

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Sticky Knowledge/ Retrieval	<p>Nursery</p> <ul style="list-style-type: none"> -Share their likes and dislikes with their friends and adults in their classroom; -Name the different features of their face and parts of their body; -Use their senses to explore the world around them. -Speak positively about themselves; -Name different feelings and possible causes; -Name some key adults who can help them when feeling sad/worried/scared. -Talk about their families and special people; -Name those who care for them and keep them safe; -Describe the different types of homes. <p>Reception</p>	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how others might be feeling by reading body language/facial expressions; 	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • The conventions of courtesy and manners. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Recognise, name and understand how to deal with feelings 	<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Define and demonstrate cooperation and collaboration; 	<ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the 	<ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. • Demonstrate how to respond to a wide range of feelings in others; 	<ul style="list-style-type: none"> • Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Demonstrate positive strategies for negotiating and compromising within a collaborative task. • Recognise some of the challenges that arise from friendships; • Suggest strategies for
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<ul style="list-style-type: none"> -Talk about their own interests; -Talk about their families; -Talk about how they are the same or different to others. -Share their favourite interests and objects; -Talk about themselves positively; -Listen to what others say and respond. -Talk about the important people in their lives; -Understand that we have different special people; -Name key people outside of families that care for them. -Talk about when they might feel unsafe or unhappy; -Name the people who will help them; Notice when a friend is in need at school and help them. -Describe different emotions; 	<ul style="list-style-type: none"> •Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). •Identify a range of feelings; •Identify how feelings might make us behave; •Suggest strategies for someone experiencing 'not so good' feelings to manage these. •Recognise that people's bodies and feelings can be hurt; •Suggest ways of dealing with different kinds of hurt. 	<p>(e.g. anger, loneliness);</p> <ul style="list-style-type: none"> •Explain where someone could get help if they were being upset by someone else's behaviour. •Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other. •Explain the difference between bullying and isolated unkind behaviour; •Recognise that that there are different types of bullying and unkind behaviour; 	<ul style="list-style-type: none"> •Identify the different skills that people can bring to a group task; •Demonstrate how working together in a collaborative manner can help everyone to achieve success. •Identify qualities of friendship; •Suggest reasons why friends sometimes fall out; •Rehearse and use, now or in the future, skills for making up again. •Express opinions and listen to those of others; •Consider others' points of view; •Practice explaining the thinking behind their ideas and opinions. •Explain what a dare is; •Understand that no-one has the right to force them to do a dare; 	<p>intensity of feelings.</p> <ul style="list-style-type: none"> •Identify a wide range of feelings; •Recognise that different people can have different feelings in the same situation; •Explain how feelings can be linked to physical state. •Demonstrate a range of feelings through their facial expressions and body language; •Recognise that their feelings might change towards someone or something once they have further information. •Give examples of strategies to respond to being bullied, including what people can do and say; •Understand and give examples of who or where pressure to behave 	<ul style="list-style-type: none"> •Give examples of some key qualities of friendship; •Reflect on their own friendship qualities. •Identify what things make a relationship unhealthy; •Identify who they could talk to if they needed help. •Recognise basic emotional needs, understand that they change according to circumstance; •Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. •Identify characteristics of passive, aggressive and assertive behaviours; 	<p>dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <ul style="list-style-type: none"> •Describe the consequences of reacting to others in a positive or negative way; •Suggest ways that people can respond more positively to others. •Recognise and empathise with patterns of behaviour in peer-group dynamics; •Recognise basic emotional needs and understand that they change according to circumstance; •Suggest strategies for dealing assertively with a situation where
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	<p>-Explore how we feel at certain times or events; -Identify ways to change feelings and calm down.</p>	<ul style="list-style-type: none"> •Identify simple qualities of friendship; •Suggest simple strategies for making up. 	<ul style="list-style-type: none"> •Understand that bullying and unkind behaviour are both unacceptable ways of behaving. •Understand and describe strategies for dealing with bullying: •Rehearse and demonstrate some of these strategies. •Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; •Identify situations as to whether they are incidents of teasing or bullying. 	<ul style="list-style-type: none"> •Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. 	<p>in an unhealthy, unacceptable or risky way might come from.</p>	<ul style="list-style-type: none"> •Understand and rehearse assertiveness skills. 	<p>someone under pressure may do something they feel uncomfortable about.</p> <ul style="list-style-type: none"> •List some assertive behaviours; •Recognise peer influence and pressure; •Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. •Describe ways in which people show their commitment to each other; •Know the ages at which a person can marry, depending on whether their parents agree. •Recognise that some types of physical contact can produce
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							strong negative feelings; • Know that some inappropriate touch is also illegal.
Vocabulary	Nursery like special big feel feel small choose look colour head friends hug arms near legs far eyes sad ears love nose adopt mouth special days teeth quiet hands loud fingers help feet special toes similar knees elbows pants vest private penis vulva Reception special family feelings practice favourite friends happy effort	Rules listening feelings feelings hurt friendship safe body language behaviour help making up responsibility emotions feelings work together safe heal support	happy rules feelings friendly bullying safe showing feelings help friendship repeated teasing caring don't do that repeated friendly regular	rules friendship conflict cooperate strategies continuum dare responsibility safety falling out collaborate point of view opinions persuade care calm respectful loss compromise apologise courteous feelings listen challenging making up	Collaborate positive, healthy relationship friendly feelings facial expressions unkind collaboration respect rude physical effects body language tease collaborative responsibilities aggressive sad bully teamwork qualities consequences unhappy pressure excluded face-to-face devastated independent assertive miserable	collaborate negotiation non-verbal insensitive unhealthy relationship emotions assertive compromise body language sensitive verbal abuse emotional needs passive conflict tone of voice physical abuse aggressive resolution face-to-face sexual abuse uncomfortable touching unsafe	Collaboration Negotiation balanced friendship sensitive assertiveness assertive marriage appropriate teamwork compromise respectful thoughtful resolution peer pressure civil partnership inappropriate assertive response forced marriage illegal

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	same special people help sad emojis kind different helpful				compromise distressed negotiate respectful lonely alone ignored isolated abandoned apologetic regretful remorseful rueful repentant aching sore agonising painful happy delighted ecstatic joyful calm untroubled assured confident peaceful scared frightened petrified terrified bothered		
Substantive Concept/ Strand- Valuing Difference - Term 2							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Topic	Similarities and difference Celebrating difference Showing kindness						
Sticky Knowledge/ Retrieval	<p>Nursery</p> <ul style="list-style-type: none"> -Talk about the similarities and differences amongst their peers; -Talk about the things they and their friends are good at; -Spot similarities and differences in nature. -Understand that having differences between us is a good thing; -Notice and talk about differences in nature; Recognise the differences within and amongst families. -Explore and use different materials; -Show kindness by including their friends; -Talk about how to help those who are in need. 	<ul style="list-style-type: none"> •Identify the differences and similarities between people; •Empathise with those who are different from them; •Begin to appreciate the positive aspects of these differences. •Explain the difference between unkindness, teasing and bullying; •Understand that bullying is usually quite rare. •Explain some of their school rules and how those rules help to keep everybody safe. 	<ul style="list-style-type: none"> •Identify some of the physical and non-physical differences and similarities between people; •Know and use words and phrases that show respect for other people. •Identify people who are special to them; •Explain some of the ways those people are special to them. •Recognise and explain how a person's behaviour can affect other people. •Explain how it feels to be 	<ul style="list-style-type: none"> •Reflect on listening skills; •Give examples of respectful language; •Give examples of how to challenge another's viewpoint, respectfully. •Recognise that there are many different types of family; •Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' •Define the term 'community'; •Identify the different communities that they belong to; •Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 	<ul style="list-style-type: none"> •Define the terms 'negotiation' and 'compromise'; •Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. •List some of the ways that people are different to each other (including differences of race, gender, religion); •Recognise potential consequences of aggressive behaviour; •Suggest strategies for dealing with someone who is behaving aggressively. •List some of the ways in which people are different to each other 	<ul style="list-style-type: none"> •Define some key qualities of friendship; •Describe ways of making a friendship last; •Explain why friendships sometimes end. •Rehearse active listening skills; •Demonstrate respectfulness in responding to others; •Respond appropriately to others. •Recognise some of the feelings associated with feeling excluded or 'left out'; •Give examples of ways in which people behave when they discriminate against others who are different from them; •Understand the importance of 	<ul style="list-style-type: none"> •Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; •Suggest strategies for dealing with bullying, as a bystander; •Describe positive attributes of their peers. •Know that all people are unique but that we have far more in common with each other than what is different about us; •Consider how a bystander can respond to someone being rude, offensive or bullying someone else;

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	<p>Reception</p> <ul style="list-style-type: none"> -Describe their own positive attributes; -Share their likes and dislikes; -Listen to and respect the ideas of others. -Recognise the similarities and differences amongst their peers; -Discuss why differences should be celebrated; -Retell a story. -Talk about their family, customs and traditions; -Listen to others talk about their experiences; -Compare their own experiences with those of others. -Recognise the similarities and differences between their home and those of others; -Talk about what makes their home feel special and safe; Be sensitive towards others. 	<ul style="list-style-type: none"> •Recognise and explain what is fair and unfair, kind and unkind; •Suggest ways they can show kindness to others. •Identify some of the people who are special to them; •Recognise and name some of the qualities that make a person special to them. •Recognise that they belong to various groups and communities such as their family; •Explain how these people help us and we can also help 	<p>part of a group;</p> <ul style="list-style-type: none"> •Explain how it feels to be left out from a group; •Identify groups they are part of; •Suggest and use strategies for helping someone who is feeling left out. •Recognise and describe acts of kindness and unkindness; •Explain how these impact on other people's feelings; •Suggest kind words and actions they can show to others; •Show acts of kindness to others in school. 	<ul style="list-style-type: none"> •Explain that people living in the UK have different origins; •Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; •Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. •Recognise the factors that make people similar to and different from each other; •Recognise that repeated name calling is a form of bullying; •Suggest strategies for dealing with name calling (including talking to a trusted adult). •Understand and explain some of the 	<p>(including ethnicity, gender, religious beliefs, customs and festivals);</p> <ul style="list-style-type: none"> •Define the word respect and demonstrate ways of showing respect to others' differences. •Understand and identify stereotypes, including those promoted in the media. •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); •Give examples of features of these different types of relationships, including how they influence what is shared. •Understand that they have the right to protect their 	<p>respecting others, even when they are different from themselves.</p> <ul style="list-style-type: none"> •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. •Understand that the information we see online either text or images, is not always true or accurate; •Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; 	<ul style="list-style-type: none"> •Demonstrate ways of offering support to someone who has been bullied. •Demonstrate ways of showing respect to others, using verbal and non-verbal communication. •Understand and explain the term prejudice; •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
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		them to help us.	<ul style="list-style-type: none"> • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>reasons why different people are bullied;</p> <ul style="list-style-type: none"> • Explore why people have prejudiced views and understand what this is. 	<p>personal body space;</p> <ul style="list-style-type: none"> • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. 	<ul style="list-style-type: none"> • Understand and explain the difference sex, gender identity, gender expression and sexual orientation. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. 	<ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
Vocabulary	Nursery	same	unique	respect	negotiation	friendship	witness

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	<p>similar family kind different special sharing friendship similar helping friend different feelings</p> <p>Reception special same new friend likes different kindness friendship dislikes kind family home favourite unkind</p>	<p>rules family different unkindness safe unfair qualities special people difference tease fair kind feelings respect teasing unkind</p> <p>bully</p> <p>bullying behaviour</p>	<p>special people feelings kind listening respect help behaviour cooperate</p> <p>kindness being listened to calm</p> <p>unkind listen</p> <p>aggressive feelings problem solve</p>	<p>family community similarities prejudice cooperation adoption belonging differences disability listening skills fostering identity name calling gender politeness same-sex couple respect bullying race courtesy blended family colour manners sexuality</p>	<p>aggressive similarities stereotype sharing body space compromise apologise differences acquaintances invade respect</p>	<p>listening skills excluded metaphor sex prejudice embarrassed talking respect discrimination diverse sexual orientation biological sex reactions listening prejudice multicultural society</p> <p>gender identity sexual orientation consequences gender expression verbal abuse physical abuse</p>	<p>unique point of view unique relationships stereotype bystander diversity cultural norms identity friend gender stereotype unique biological sex respect prejudice acquaintance media influence positive feedback sexual orientation disrespect respect assumption confidence gender identity body language diversity self-esteem gender expression empathy tolerance stereotype</p>
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Substantive Concept/ Strand-Keeping Safe- Term 3							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Keeping my body safe Safe secrets and touches People who help to keep us safe						
Sticky Knowledge/ Retrieval	<p>Nursery</p> <ul style="list-style-type: none"> -Name key relatives/care givers at home and those who care for them in their education settings; -Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; -Talk about what makes them feel safe. -Name potential dangers, both inside and outside, and how to avoid getting hurt; -Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; -Talk about how to keep their bodies safe. 	<ul style="list-style-type: none"> •Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; •Identify simple bedtime routines that promote healthy sleep. •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe. •Understand and learn the PANTS rules; 	<ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; •Explain simple issues of safety about medicines and their use. •Identify situations in which they would feel safe or unsafe; 	<ul style="list-style-type: none"> •Identify situations which are safe or unsafe; •Identify people who can help if a situation is unsafe; •Suggest strategies for keeping safe. •Define the words danger and risk and explain the difference between the two; •Demonstrate strategies for dealing with a risky situation. •Identify risk factors in given situations; •Suggest ways of reducing or managing those risks. •Evaluate the validity of statements relating to online safety; 	<ul style="list-style-type: none"> •Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; •Identify situations which are either dangerous, risky or hazardous; •Suggest simple strategies for managing risk. •Define what is meant by the word 'dare'; •Identify from given scenarios which are dares and which are not; •Suggest strategies for managing dares. •Describe stages of identifying and managing risk; •Suggest people they can ask for help in managing risk. 	<ul style="list-style-type: none"> •Demonstrate strategies to deal with both face-to-face and online bullying; •Demonstrate strategies and skills for supporting others who are bullied; •Recognise and describe the difference between online and face-to-face bullying. •Reflect on what information they share offline and online; •Recognise that people aren't always who they say they are online; •Know how to protect personal information online. •Recognise which situations are risky; 	<ul style="list-style-type: none"> •Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; •Understand and describe the ease with which something posted online can spread. •Identify strategies for keeping personal information safe online; •Describe safe and respectful behaviours when using communication technology. •Know that it is illegal to create and share sexual images of

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<p>-Know which products in the home are to be used only by adults; -Sort items according to their use and purpose; -Explain who can give medicine to children and why. Reception -Name things that keep their bodies safe; -Name things that keep their bodies clean and protected; -Think about how to recognise things that might not be safe. -Make safe decisions about items they don't recognise; -Talk about what our bodies need to stay well; -Name the safe ways to store medicine and who can give it to children (adults). -Name some hazards and ways to stay safe inside;</p>	<ul style="list-style-type: none"> •Name and know which parts should be private; •Explain the difference between appropriate and inappropriate touch; •Understand that they have the right to say "no" to unwanted touch; •Start thinking about who they trust and who they can ask for help. •Start thinking about how to stay safe online, including safety around sharing images; •Identify people they can trust to help if they 	<ul style="list-style-type: none"> •Suggest actions for dealing with unsafe situations including who they could ask for help. •Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. •Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; •Identify the types of touch they like and do not like; 	<ul style="list-style-type: none"> •Recognise potential risks associated with browsing online; •Give examples of strategies for safe browsing online. •Understand that medicines are drugs and suggest ways that they can be helpful or harmful. •Identify some key risks from and effects of cigarettes and alcohol; •Know that most people choose not to smoke cigarettes; (Social Norms message) •Define the word 'drug' and understand that nicotine and alcohol are both drugs. 	<ul style="list-style-type: none"> •Understand that we can be influenced both positively and negatively; •Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. •Identify images that are safe/unsafe to share online; •Know and explain strategies for safe online sharing; •Understand and explain the implications of sharing images online without consent. •Understand that medicines are drugs; •Explain safety issues for medicine use; •Suggest alternatives to taking a medicine when unwell; 	<ul style="list-style-type: none"> •Explore and share their views about decision making when faced with a risky situation; •Suggest what someone should do when faced with a risky situation. •Define what is meant by a dare; •Explain why someone might give a dare; •Suggest ways of standing up to someone who gives a dare. •Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	<p>children under 18 years old;</p> <ul style="list-style-type: none"> •Explore the risks of sharing photos and films of themselves with other people directly or online; •Know how to keep their information private online. •Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; •Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. •Explain how drugs can be categorised into different groups depending on
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	<ul style="list-style-type: none"> -Name some hazards and ways to stay safe outside; -Show how to care for the safety of others. -Name the adults who they can ask for help from, and will keep them safe; -Recognise the feelings they have when they are unsafe; -Talk about keeping themselves safe, safe touches and consent. -Share ideas about activities that are safe to do on electronic devices; -What to do and who to talk to if they feel unsafe online. -Name the people in their lives who help to keep them safe; -Name people in their community who help to keep them safe; -Talk about ways to keep themselves safe in their environment. 	<p>see something online that makes them feel scared or uncomfortable.</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety about medicines and their use. • Recognise the range of feelings that are associated with loss. 	<ul style="list-style-type: none"> • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the 		<ul style="list-style-type: none"> • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). 	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; • Describe why and how a habit can be hard to change. • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; • Understand ways in which medicines can be helpful or harmful and used safely or unsafely. 	<p>their medical and legal context;</p> <ul style="list-style-type: none"> • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand some of the basic laws in relation to drugs; • Explain why there are laws relating to drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; • Describe some of the effects and risks of drinking alcohol.
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			importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.				
Vocabulary	Nursery safe who can help? safety signs careful grown up weather labels tell clothing medicines tummy feelings playground cleaning products unsafe car-park water pavement food paint fresh air scissors sleep glue Receptions keep clean	sleep feelings private consent medicine feelings rest worried trust entertainment unsafe safe emotions grow nervous privates donating harmful loss tired scared risks responsibility lost support harmful	sleep safe touch medicines unsafe feelings hurt safety uncomfortable worried getting help	trust danger (dangerous) medicines decisions safe risk (risky) safer browsing drugs risks unsafe feelings phishing harmful cigarettes strategies search engine helpful nicotine consequence fake news instructions alcohol internet safety	danger dare persevere influence privacy medicine choices privacy dangerous assertive consequences privacy settings drug social norm personal information risk security online safety risky hazard hazardous	bullying personal information assessing risk dare substance habit drugs norms cyberbullying privacy settings pressure stimulant assertive addiction cigarettes perception influence resist pressure alcohol risk taking	social media privacy settings right to privacy habit drug drug laws alcohol physical needs independence parental consent identity theft sharing online addiction legal age restrictions short-term effects emotional needs responsibility trolling secure permission emotional needs illegal possess long-term effects

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	sleep safe keep safe water unsafe worried food detective tummy feelings tell fresh air uncomfortable adult cuddle trust medicine address chemist doctor grown up						conflicting emotions online safety medical supply risks sharing sexual images non-medical produce norms illegal penalties
Substantive Concept/ Strand-Rights and Respect - Term 4							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Looking after things: friends, environment, money						
Sticky Knowledge/ Retrieval	Nursery -Talk about how healthy food and keeping clean can help our bodies; -Name some healthy foods;	•Recognise how a person's behaviour (including their own) can affect other people.	•Describe and record strategies for getting on with others in the classroom.	•Identify key people who are responsible for them to stay safe and healthy;	•Explain how different people in the school and local community help them stay healthy and safe;	•Identify, write and discuss issues currently in the media concerning health and wellbeing;	•Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the

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	<ul style="list-style-type: none"> -Try new experiences. -Name some activities that they can do to help out at home; -Talk about how they can look after other members of their family; -Talk about how they can look after their friends. -Show care and respect for their home and learning environments; -Talk about what is special within the natural world; -Name some ways in which they can help their world. <p>Reception</p> <ul style="list-style-type: none"> -Name the special people in their lives; -Understand that our special people can be different to those of others. -Talk about why friends are important and how they help us; 	<ul style="list-style-type: none"> •Identify what they like about the school environment; •Recognise who cares for and looks after the school environment. •Demonstrate responsibility in looking after something (e.g. a class pet or plant); •Explain the importance of looking after things that belong to themselves or to others. •Explain where people get money from; •List some of the things that money may be spent on in a family home. •Recognise that different 	<ul style="list-style-type: none"> •Explain, and be able to use, strategies for dealing with impulsive behaviour. •Identify special people in the school and community who can keep them safe; •Know how to ask for help. •Know the importance of keeping personal information private, when online and only talking to people they know in real life; •Know that they can tell an adult they trust if anything happens that makes them worried. •Understand that people 	<ul style="list-style-type: none"> •Suggest ways they can help these people. •Understand the difference between 'fact' and 'opinion'; •Understand how an event can be perceived from different viewpoints; •Plan, draft and publish a recount using the appropriate language. •Define what a volunteer is; •Identify people who are volunteers in the school community; •Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. •Understand the terms 'income', 'saving' and 'spending'; •Recognise that there are times we 	<ul style="list-style-type: none"> •Define what is meant by 'being responsible'; •Describe the various responsibilities of those who help them stay healthy and safe; •Suggest ways they can help the people who keep them healthy and safe. •Understand that humans have rights and also need to respect the rights of other; •Identify some rights and also need to respect the rights of others that come with these rights. •Understand the reason we have rules; •Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil 	<ul style="list-style-type: none"> •Express their opinions on an issue concerning health and wellbeing; •Make recommendations on an issue concerning health and wellbeing. •Understand the difference between a fact and an opinion; •Understand what biased reporting is and the need to think critically about things we read. •Explain what we mean by the terms voluntary, community and pressure (action) group; •Give examples of voluntary groups, the kind of work they do and its value. •Define the differences between respect, rights and duties; 	<p>difference between them;</p> <ul style="list-style-type: none"> •Describe the language and techniques that make up a biased report; •Analyse a report also extract the facts from it. •Know the legal age (and reason behind these) for having a social media account; •Understand why people don't tell the truth and often post only the good bits about themselves, online; •Recognise that people's lives are much more balanced in real life, with positives and negatives. •Explain some benefits of saving money;
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<ul style="list-style-type: none"> -Identify ways to care for a friend in need; -Identify ways to help others in their community. -Identify ways in which they help at home; -Recognise the importance of taking care of a shared environment; -Name ways in which they can look after their learning environment. -Think about what makes the world special and beautiful; -Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less; -Talk about what can happen to living things if the world is not cared for. -Recognise coins and other items relating to money; -Identify the uses of money. 	<ul style="list-style-type: none"> notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<ul style="list-style-type: none"> have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. • Identify what they like 	<ul style="list-style-type: none"> can buy items we want and times when we need to save for them; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.). • Define what is meant by the environment; • Evaluate and explain different 	<ul style="list-style-type: none"> voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word influence; • Recognise that reports in the media can influence the way they think about an topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. 	<ul style="list-style-type: none"> • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if duties are not carried out. • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. 	<ul style="list-style-type: none"> • Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; • Explain what is meant by the term interest. • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public
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	<ul style="list-style-type: none"> -Talk about why it's important to keep money safe; -Identify ways to save money; -Talk about why we save money. 		<ul style="list-style-type: none"> about the school environment; •Identify any problems with the school environment (e.g. things needing repair); •Make suggestions for improving the school environment; •Recognise that they all have a responsibility for helping to look after the school environment. 	<ul style="list-style-type: none"> methods of looking after the school environment; •Devise methods of promoting their priority method. 			<ul style="list-style-type: none"> services and compare their value. •Explain what is meant by living in an environmentally sustainable way; •Suggest actions that could be taken to live in a more environmentally sustainable way.
Vocabulary	Nursery healthy snacks similar classroom sugar different care germs helping tidy wash hands family	behaviour environment needs money first aid consequences responsibility responsible cost	Responsibility feelings safe gamer money environment help control unsafe personal information spending	helper fact volunteer income earning environment responsibility responsible opinion wellbeing saving income	being responsible safe rules influence anti-social behaviour income income tax environment reliable healthy democracy	responsibility fact voluntary group rights costs borrow public services opinion community group wages	biased social media saving tax environmentally sustainable voluntary group campaign bid democracy proposal unbiased profile

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clean fruit friends look after vegetables feelings Reception family friends working together environment money look after responsibility litter shop save help each other helpful electricity buy safe place be alone caring pollution cost recycling pay	bank risk special person bills coin accident promise rules spending note danger afford worth hazard saving kettle safe burn scald accident emergency	responsibility share erupt uniform internet saving take turns ask for help risk listen	waste environment safe spending healthy	opinion witness expenditure national insurance conservation trustworthy rules respectful essential VAT laws courteous deductions rights public services responsibility United Nations	loan council biased pressure (action) group duties salaries credit vote unbiased rent debit elections Fair Trade interest councillors	bank (building society) account income tax (PAYE) composting community group mission statement election debate fact image Junior ISA VAT recycling pressure (action) group pitch manifesto amendments opinion online safety interest public services energy mission statement grant candidate penalties stereotype sharing debit card materials values
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							beneficiary voting enforcement cash waste beneficiary policies majority value transport voting booth House of Commons shop local ballot slip House of Lords food miles ballot box Royal Assent Fair Trade constituencies reuse House of Commons MP
Substantive Concept/ Strand- Being my Best - Term 5							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Keeping by body healthy – food, exercise, sleep Growth Mindset						
Sticky Knowledge/ Retrieval	Nursery -Name what their bodies need for	•Recognise the importance of fruit and vegetables in	•Explain the stages of the learning line showing an	•Explain how each of the food groups on the Eatwell Guide (formerly Eatwell	•Identify ways in which everyone is unique;	•Know the basic functions of the four systems covered and know	•Identify aspirational goals;

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<p>energy (food, water, exercise, sleep);</p> <ul style="list-style-type: none"> -Describe how they feel when they don't have enough food, water, exercise or sleep; -Make healthy choices independently, in their home or education setting. -Explain how people might feel if they find something hard; -Suggest ways to encourage others to keep going; -Have a go at challenging themselves. -Develop skills in planning, reviewing applying a trial and error approach; -Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; -Communicate with others by sharing with and listening to each other's ideas. <p>Reception</p>	<p>their daily diet;</p> <ul style="list-style-type: none"> • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Recognise the importance of regular hygiene routines; 	<p>understanding of the learning process;</p> <ul style="list-style-type: none"> • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; 	<p>Plate) benefits the body;</p> <ul style="list-style-type: none"> • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); • Describe how food, water and air get into the body and blood. 	<ul style="list-style-type: none"> • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide 	<p>they are inter-related.</p> <ul style="list-style-type: none"> • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; 	<ul style="list-style-type: none"> • Describe the actions needed to set and achieve these. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation (involving alcohol); • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; • Understand the actual norms around smoking/alcohol and the reasons for common
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<ul style="list-style-type: none"> -Share an experience where they haven't achieved their goal; -Develop their confidence and resilience towards having a growth mindset; -Name a strategy to overcome a hurdle. -Share an experience where they haven't achieved their goal. -Develop their confidence and resilience towards having a growth mindset. -Name a strategy to overcome a hurdle. -Name and choose healthy foods and drink; -Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); -Explain the jobs of different food groups. -Name and choose healthy foods and drink; 	<ul style="list-style-type: none"> •Sequence personal hygiene routines into a logical order. •Understand how diseases can spread; •Recognise and use simple strategies for preventing the spread of diseases. •Recognise that learning a new skill requires practice and the opportunity to fail, safely; •Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. •Demonstrate attentive listening skills; 	<ul style="list-style-type: none"> •Explain things that they like and dislike, and understand that they have choices about these things; •Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. •Explain how germs can be spread; •Describe simple hygiene routines such as hand washing; •Understand that vaccinations can help to prevent certain illnesses. •Explain the importance of 	<ul style="list-style-type: none"> •Develop skills in discussion and debating an issue; •Demonstrate their understanding of health and wellbeing issues that are relevant to them; •Empathise with different viewpoints; •Make recommendations, based on their research. •Identify their achievements and areas of development; •Recognise that people may say kind things to help us feel good about ourselves; •Explain why some groups of people are not represented as much on television/in the media. •Explain some of the different talents and skills that people have 	<p>(formerly Eatwell Plate).</p> <ul style="list-style-type: none"> •Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); •Suggest ways the Seven Rs recycling methods can be applied to different scenarios. •Define what is meant by the word 'community'; •Suggest ways in which different people support the school community; •Identify qualities and attributes of people who support the school community. 	<ul style="list-style-type: none"> •Identify ways that they can help these people. •Describe 'star' qualities of celebrities as portrayed by the media; •Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; •Describe 'star' qualities that 'ordinary' people have. 	<p>misperceptions of these.</p> <ul style="list-style-type: none"> •Identify risk factors in a given situation; •Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; •Recognise that some situations can be made less risky e.g. only sharing information with someone you trust. •Explain what the five ways to wellbeing are; •Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
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	<ul style="list-style-type: none"> -Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); -Explain the jobs of different food groups. -Describe the changes in their body during exercise and what is happening to their body; -Explain how exercise can help us stay well - physically and mentally; -Name some ways to keep their body fit and well. -Understand why our body needs sleep; -Talk about their own bedtime routine; -Suggest ways to have a calm evening and bedtime routine. 	<ul style="list-style-type: none"> • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. 	<ul style="list-style-type: none"> good dental hygiene; • Describe simple dental hygiene routines. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health. 	<ul style="list-style-type: none"> and how skills are developed; • Recognise their own skills and those of other children in the class. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. 			
Vocabulary	Nursery food challenge practice water	starchy healthy hygiene germs learning	practice choose vaccination teeth brain	balanced diet infection intestine debate goals goal-setting	Individual choices balanced diet refuse community	organs perseverance community independence personal qualities	Community aspirations health assessing risk Red Cross

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<p>encourage exercise keep trying sleep get better at challenge energy Reception bounce back try food exercise routine encourage try again energy heart calm try again bounce back grow sleep muscles sleep healthy wash fruit healthy vegetable energy dairy grow</p>	<p>praise organ dairy fruit routine disease practice support heart protein vegetables clean hygiene make mistakes feedback lungs fruit dairy spread confidence encourage intestines vegetables meat achievement feelings brain vitamins sugar stomach portion salt oxygen cereal digested</p>	<p>oxygen first aid encourage choices injection dental heart water risk goal healthy diseas e hygiene lungs food accident achieve unhealthy hygiene stomach exercise danger challenge germs small intestine rest hazard large intestine kettle food safe water burn scald accident</p>	<p>collaboration proteins cleanliness vessels discussion ambitions talents cooperation muscles hygiene veins continuum improve skills teamwork dairy rest arteries courteous achieve intelligence teeth sleep lungs respectful bones water liver justify starchy carbohydrates medicine energy drug fruit & veg dose</p>	<p>first aid volunteer unique wellbeing reduce injury wellbeing mental health re-use minor connect rot accident be active recycle emergency be mindful repair blood get creative re-think nose bleed give to others choking breathing airway unresponsive casualty burn wound recovery scald</p>	<p>life skill body systems commitment school community responsibility celebrities sepsis resilience determination patience interpersonal skills</p>	<p>wellbeing valued goal setting weigh up first aid connect perseverance accurate dilemma choices emergency be active reliable influence 999 take notice (mindful) sources ambulance keep learning (get creative) operator give information serious adult scenario script role feelings panic calm responsive unresponsive</p>
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		dairy fruit vegetables sugar salt	emergency	healthy safety instructions			
Substantive Concept/ Strand- Growing and Changing - Term 6							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Cycles Life stages Girls and boys – similarities and difference						
Sticky Knowledge/ Retrieval	Nursery -Describe seasonal changes; -Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; -Describe the life cycle of an animal. -Talk about how babies change as they grow; -Explain what babies need and how this changes as they grow; -Share their own experiences and listen to those of the others.	•Understand that the body gets energy from food, water and air (oxygen); •Recognise that exercise and sleep are important parts of a healthy lifestyle. •Identify things they could do as a baby, a toddler and can do now;	•Demonstrate simple ways of giving positive feedback to others. •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. •Identify different stages of growth (e.g. baby, toddler, child,	•Identify different types of relationships; •Recognise who they have positive healthy relationships with. •Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is	•Describe some of the changes that happen to people during their lives; •Explain how the Learning Line can be used as a tool to help them manage change more easily; •Suggest people who may be able to help them deal with change. •Name some positive and negative feelings; •Suggest reasons why young people sometimes fall out with their parents;	•Use a range of words and phrases to describe the intensity of different feelings; •Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; •Explain strategies they can use to build resilience. •Identify people who can be trusted; •Describe strategies for dealing with situations in which	•Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks. •Define what is meant by the term stereotype; •Recognise how the media can sometimes



<p>-Talk about the similarities and differences between the males and females; -Begin to play inclusively with their friends, regardless of their sex (if not already doing so); -Think differently and more openly about what a family may look like.</p> <p>Reception -Name the different seasons and describe their differences; -Explain the changes that occur as seasons change; -Talk about how they have grown in resilience. -To understand that animals and humans change in appearance over time; -Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals);</p>	<ul style="list-style-type: none"> •Identify the people who help/helped them at those different stages. •Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages. •Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation. 	<p>teenager, adult);</p> <ul style="list-style-type: none"> •Understand and describe some of the things that people are capable of at these different stages. •Identify which parts of our body are private; •Explain that our genitals help us make babies when we are older; •Understand that we mostly have the same body parts but how they look is different from person to person. •Explain what privacy means; •Know that you are not allowed to touch someone's 	<p>inappropriately in their body space.</p> <ul style="list-style-type: none"> •Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; •Recognise and describe appropriate behaviour online as well as offline; •Identify what constitutes personal information and when it is not appropriate or safe to share this; •Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; 	<ul style="list-style-type: none"> •Take part in a role play practising how to compromise. •Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia; •Understand and explain why puberty happens. •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that periods are a normal part of puberty for girls; •Identify some of the ways they can cope better with periods. •Define the terms 'secret' and 'surprise' and know the difference 	<p>they would feel uncomfortable.</p> <ul style="list-style-type: none"> •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe. •Identify some products that they may need during puberty and why; •Know what menstruation is and why it happens. •Know the correct words for the external sexual organs; •Discuss some of the myths associated with puberty. •Recognise how our body feels when we're relaxed; •List some of the ways our body feels when it is nervous or sad; 	<p>reinforce gender stereotypes;</p> <ul style="list-style-type: none"> •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people. •Understand the risks of sharing images online and how these are hard to control, once shared; •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
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	<ul style="list-style-type: none"> -Make observations and ask questions about living things. -Retell a story and respond to questions about it. -Use the language and describe the different life stages of: baby, child, teenager, adult, older age. -Talk about their own experience of growing up. -Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. -Understand that every family is different. -Talk about similarities and differences between themselves and others. -Talk about how they have changed as they have grown. -Explain the differences between babies, children, and adults. 	<ul style="list-style-type: none"> •Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. •Identify parts of the body that are private; •Describe ways in which private parts can be kept private; •Identify people they can talk to about their private parts. 	<p>private belongings without their permission;</p> <ul style="list-style-type: none"> •Give examples of different types of private information. •Identify how inappropriate touch can make someone feel; •Understand that there are unsafe secrets and secrets that are nice surprises; •Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 	<ul style="list-style-type: none"> •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods are a normal part of puberty. 	<p>between a safe and an unsafe secret;</p> <ul style="list-style-type: none"> •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe. •Recognise that marriage includes same sex and opposite sex partners; •Know the legal age for marriage in England or Scotland; •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	<ul style="list-style-type: none"> •Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. 	<ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change. •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty;
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	<ul style="list-style-type: none"> -Understand that we are all unique. -Name parts of the body (including reproductive parts) using the correct vocabulary. -Explain which parts of their body are kept private and safe and why. -Tell or ask an appropriate adult for help if they feel unsafe. 						<ul style="list-style-type: none"> • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
Vocabulary	Nursery change grow private parts grow change penis	energy change caring unkind surprise privates	help change growing unique genitals support	relationships personal space internet safety secret egg first aid	learning line compromise puberty secret marriage practice hormones	wellbeing trust in confidence pubic hair puberty hormones	body image media manipulation peer pressure change self esteem

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temperature	food	loss	positive	pubic hair	separation	stereotype
bigger	growing	food	body space	menstrual cycle	resilience	right to privacy
vulva	love	special	private surprise	surprise	break a confidence	support
hear	unkindness	penis	sperm	live together	clitoris	manipulation
taller	secret	supportive	risk	puberty	genitalia	gender
make a baby	private	feelings	healthy	eggs	compromise	stereotype
smell	water	rest	invade	uncomfortable	fostered	sharing online
breastfeeding	size	vulva	public	feelings	unwanted attention	conversation
different families	attention	emotions	feelings	civil partnership	confidential	online safety
see	tease	sleep	puberty	feelings	vulva	discuss
adoption	uncomfortable	testicles	accident	sperm	semen	puberty
private places	penis	private	trust	periods	respect	egg
different	air	frightened	uncomfortable	forced marriage	unwanted touch	HIV
special needs	height	care	profile	independence	vaginal opening	physical changes
dolls and cars are for everyone	needs	privacy	uncomfortable	penis	menstruation	ovaries
remember	teasing	nervous	period	menstruation	mood swings	infection
warmer	vulva	learning	danger	conflict	urinary opening	emotional
seasons	oxygen	nipples	caring	testicles	period	changes
weather	needs	consent	stop	period/menstruation	conflict	sperm
Reception	help	change	personal	pad	lips (labia)	immune system
seasons growing	bully	private parts	information	breasts	period/menstruation	rights
baby	hygiene	permission	angry	tampons	pads	testicles
family	exercise	forward	ovary	ovaries	puberty	virus
private parts	bullying	looking	hazard	menstruation cup	penis	FGM
spring	help	my body is	respect	womb	tampon	puberty
life cycles	sleep	mine (body	upset	wet dreams	emotional changes	transmission
child	witness	autonomy)	fallopian tube	vagina	scrotum	periods
penis	change	secret	kettle	testicles	menstruation cup	vagina
summer egg	healthy	making choices	touch	vulva	managing feelings	sharing needles
teenager	experience	sperm	jealous	sperm	testicles	
love	sore	uncomfortable	uterus (womb)	clitoris	period protection	penis
vulva	getting help	asking	safe	semen	foreskin	sexual contact
autumn seed	doctor	permission	worried	labia	sweat	orgasm
adult	private	eggs	lining	hips	anus	condom
	activity	unsafe	burn	semen	washing	embryo

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care testicles winter old age tummy grow vagina cycle womb messages (DNA/Genes) eggs change pregnancy families of different beliefs sperm adoption privacy young sperm surrogacy my body is mine (body autonomy) adoption IVF dolls and cars are for everyone (gender stereotyping) surrogacy privacy donated sperm/eggs same-sex parents	private places my body is mine (body autonomy)	ovaries tell womb someone you trust pregnancy	excited vagina scald scared period/menstruation pad accident talk tampon emergency menstruation cup breasts genitals testicles womb wet dream penis mammals fertilise birth hips periods spots sweat pubic hair cervix menstrual cycle fertilise menstruation	periods legal age of consent spots marriage sweat	wet dream body confidence erection emotions stretch marks spots crush hair removal Height gain body autonomy Penis vaginal discharge weight gain involuntary erections Masturbation wearing a bra body odour Body anxiety hormones Hair removal hydration FGM/cuts to the vulva exercise Wet dreams sleep breast development hips widen height gain periods pubic hair FGM/cuts to vulva menstruation genitalia	prejudice womb Human immunodeficiency virus sexual intercourse illness consensual sexual activity condom semen surrogacy vaginal fluids adoption medication IVF lifelong condition age of consent life threatening miscarriage conception blood transfusions Human papilloma virus cancer vagina womb cervix vaccination antibodies conception condom consensual relationship
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	one-parent families					deodorant shower gel tissues washing powder spot cream facial wash period products	hug cuddle kiss erection Vaginal wetness excited pleasurable feeling implant pregnancy birth caesarean cut labour muscles cervix hips widen wet dreams erections sexual intercourse loving relationship adoption surrogacy IVF
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Appendix:

DfE topics and related codes:

Relationships Education Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe	Code FPC CF RR OR BS	Health Education Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body	Code MW ISH PHF HE DAT HP BFA CAB
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Families and people who care for me (FPC)	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
<p>Being safe (BS)</p>	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
<p>Mental wellbeing (MW)</p>	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.



	<ol style="list-style-type: none"> 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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Health and prevention (HP)	<ol style="list-style-type: none">1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none">1. how to make a clear and efficient call to emergency services if necessary.2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none">1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.2. about menstrual wellbeing including the key facts about the menstrual cycle.

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