



Stapleford Abbotts Primary Academy – PSHE/RSE Curriculum Progression Document KS2



	Year 3	Year 4	Year 5	Year 6
	<p>National Curriculum: Pupils should be taught about physical health and mental wellbeing, so it gives them the information that they need to make good decisions about their own health and wellbeing. It should also enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important to promote pupils' self-control and the ability to self-regulate, and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.</p>			
Health and Wellbeing	<ul style="list-style-type: none"> - Pupils know that they may experience conflicting emotions and when they might need to listen to or overcome these. - Pupils can talk about situations when these may occur. - Pupils recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use these as an opportunity to build resilience. - Pupils can explain how their increasing independence brings increasing responsibility to keep themselves and others safe. 	<ul style="list-style-type: none"> - Pupils understand and can talk about what can positively and negatively affect their mental health. - Pupils can recognise that images in the media do not always reflect reality and can affect how people feel about themselves. - Pupils recognise that they may experience conflicting emotions and when they do, they might need to listen to or overcome these. - Pupils are aware of changes including transitions, loss, separation, divorce and bereavement. 	<ul style="list-style-type: none"> - Pupils can explain about people who are responsible for helping them to stay healthy and safe and how they can help these people by keeping themselves healthy and safe. - Pupils know strategies to keep themselves physically and emotionally safe including road safety (Inc. bike ability) and safety in the environment e.g. rail, water and fire safety. - Pupils are aware that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. 	<ul style="list-style-type: none"> - Pupils know how to take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as FGM constitute abuse and are a crime and develop the skills and strategies to get support if they have fears for themselves or their peers. - Pupils can identify which common substances and drugs (including alcohol, tobacco and energy drinks) can damage their health and safety; that some are restricted, and some are illegal to own, use and give to others.



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	<ul style="list-style-type: none">- Pupils talk about how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and begin to understand the concept of a balanced lifestyle.- Pupils take opportunities and develop the skills to make their own choices about food based on their understanding of a balanced diet.- Pupils can reflect on and celebrate their achievements, identify their own strengths and areas for improvement and set high aspirations and goals.- Pupils understand and can name good and not so good feelings, they are able to explain both the range and intensity of their feelings to others. <p>-Pupils are taught how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<ul style="list-style-type: none">- Pupils can differentiate between the terms risk, danger and hazard.- Pupils know that bacteria and viruses can affect health and that following simple routines can stop their spread. <p>-Pupils are taught what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>-Pupils are taught how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<ul style="list-style-type: none">- Pupils know when they need help and to develop the skills to ask for help; to use basic techniques to resist.- Pupils can explain why we have school rules about safety, to understand what to do in an emergency and where and how to get help.- Pupils understand what is meant by the term habit and why habits can be hard to change.- Pupils know how their body will, and their emotions may, change as they approach and move through puberty.- Pupils can explain human reproduction. <p>-Pupils are taught how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>-Pupils are taught 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.</p>	<ul style="list-style-type: none">- Pupils know strategies to keep themselves safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.- Pupils use mobile phones responsibly by keeping them safe, they can explain safe and healthy user habits (time limits, passwords, turning it off at a set evening time etc).- Pupils know how to manage requests for images of themselves or others; they can talk about what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned with a request.- Pupils know that two people who care for each other can be in a committed relationship and not be married or in a civil partnership.- Pupils can explain why forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and how to get support for themselves or others.
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				<ul style="list-style-type: none"> - Pupils understand the difference between, and the terms associated with, sex, gender identity, and sexual orientation, gender neutral. - Pupils understand personal boundaries; can identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. -Pupils are taught that each person's body belongs to them,, and the differences between appropriate and inappropriate or unsafe physical , and other, contact.
Relationships	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> - Pupils know that their actions can affect themselves and others. - Pupils can talk about ways in which a relationship can be unhealthy and who to talk to if they need support. - Pupils understand the concept of keeping something confidential or secret and when they should and should not agree to this and 	<ul style="list-style-type: none"> - Pupils work collaboratively towards shared goals. - Pupils develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others and themselves. - Pupils recognise ways in which a relationship can be unhealthy and 	<ul style="list-style-type: none"> - Pupils understand that differences between people arise from several factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability. - Pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, (including cyber-bullying, use of 	<ul style="list-style-type: none"> - Pupils know that two people who care for each other can be in a committed relationship and not be married or in a civil partnership. - Pupils can explain why forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and how to get support for themselves or others.



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	<p>when it is right to break a confidence or share a secret.</p> <ul style="list-style-type: none">- Pupils listen and respond respectfully to a wide range of people, and feel confident to raise their own concerns, and to recognise and care about other people's feelings.- Pupils judge what kind of physical contact is acceptable and unacceptable and how to respond.- Pupils recognise and respond appropriately to a wider range of feelings in others.- Pupils recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these.- Pupils demonstrate an understanding of different types of relationships including those between acquaintances, friends, relatives and families.- Pupils are taught about a range of relationships e.g. one parent, stepparents, same sex relationships and that everyone has the right to be themselves and be happy. <p>-Pupils are taught that others' families, either in school or in the</p>	<p>who to talk to if they need support.</p> <ul style="list-style-type: none">- Pupils listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns and to recognise and care about other people's feelings.- Pupils recognise that civil partnerships and marriage are examples of a public demonstration of the commitment of two people who care for each other and want to spend the rest of their lives together and who are of the legal age to make that commitment.- Pupils are taught about a range of relationships e.g. one parent, step- parents, same sex relationships and that everyone has the right to be themselves and be happy.- Pupils understand that marriage is a commitment freely entered by both people and no one should marry if they do not want to or are not making that decision for themselves. <p>-Pupils are taught that marriage represents a formal and legally recognised commitment of two</p>	<p>prejudice-based language, trolling) and how to ask for help.</p> <ul style="list-style-type: none">- Pupils are taught about a range of relationships e.g. one parent, step- parents, same sex relationships and that everyone has the right to be themselves and be happy.- Pupils recognise and have strategies to manage dares and peer pressure.- Pupils recognise and challenge stereotypes.- Pupils recognise bullying and abuse in all its wider forms (including prejudice-based bullying and abuse in person, online and through social media).- Pupils are taught 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.- Pupils are taught 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.	<ul style="list-style-type: none">- Pupils understand the difference between, and the terms associated with, sex, gender identity, and sexual orientation, gender neutral.- Pupils understand personal boundaries; can identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. <p>-Pupils are taught how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>-Pupils are taught 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.</p> <p>-Pupils are taught about different types of bullying (including cyberbullying), the impact of bullying,</p>
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	<p>wider world, sometimes look different from their family, but that they should respect those differences or know that other children's families are also characterised by love and care.</p> <p>-Pupils are taught the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>-Pupils are taught that in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.</p>	<p>people to each other which is intended to be lifelong.</p> <p>-Pupils are taught that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>-Pupils are taught the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>-Pupils are taught practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>-Pupils are taught what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>responsibilities by bystanders (primary reporting bullying to an adult) and how to get help.</p> <p>-Pupils are taught the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Living in the Wider World	Year 3	Year 4	Year 5	Year 6



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	<ul style="list-style-type: none">- Pupils appreciate the range of national, regional, religious and ethnic identities in the UK.- Pupils can resolve differences by looking at alternatives and respecting each other's point of view, making decisions and explaining choices.- Pupils consider the lives of people living in other places, and people with different values and customs.- Pupils realise the consequences of anti-social, aggressive and harmful behaviours such as bullying, discrimination and to develop strategies for getting support for themselves or others at risk.	<ul style="list-style-type: none">- Pupils research, discuss and debate topical issues and events that are of concern to them and offer their opinions.- Pupils can explain how and why rules and laws protect them and why different rules are needed in different situations and how to take part in changing and making rules.- Pupils know that there are basic human rights shared by all people and all societies and that children have their own set of rights as set out in the United Nations Declaration of the Rights of the Child. <p>People understand what being part of a community means and can name institutions that support communities both locally and nationally.</p> <ul style="list-style-type: none">- Pupils know that these universal rights are there to protect everyone and take priority over national law or family practices.- Pupils are aware that there are some cultural practices that are against British Law and Universal Human Rights such as FGM.- Pupils can talk about the consequences of anti-social, aggressive and harmful	<ul style="list-style-type: none">- Pupils understand the role money plays in their own and others' lives. Pupils know how to manage money and the importance of being a critical consumer.- Pupils develop an initial understanding of concepts of interest, loans, debt and tax.- Pupils understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	<ul style="list-style-type: none">- Pupils can critically examine what is presented to them by social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful on what they forward to others.- Pupils know what is meant by enterprise and begin to develop enterprise skills.
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		behaviours such as bullying, discrimination and to develop strategies for getting support for themselves or others at risk. - Pupils know the role of voluntary, community and pressure groups especially in relation to health and well-being.		
	Year 3	Year 4	Year 5	Year 6
E-Safety	- Pupils use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and can identify a range of ways to report concerns about content and contact. -Pupils are taught that people sometimes behave differently online, including by pretending to be someone they are not.	- Pupils use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and can identify a range of ways to report concerns about content and contact. -Pupils are taught that 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.	- Pupils use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and can identify a range of ways to report concerns about content and contact. -Pupils are taught how information and data is shared and used online.	- Pupils use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and can identify a range of ways to report concerns about content and contact. -Pupils are taught how to critically consider their online, how to recognise risks, harmful content and contact, and how to report them.