



## Curriculum Progression Map - RSE and PSHE - 2024 25

Year group	Term	Lesson	Knowledge	Key skills	Key vocabulary
Mixed planning (Y1)	Autumn 1 <b>RSE and PSHE</b> - Family and relationships	1	<p>To begin to understand what PSHE education (or the name used in your school) is and how we can help everyone learn in these lessons</p> <p>To explain to others and evaluate some rules to help everyone learn based on what I know already about PSHE (BV) (PSHE) (KS)</p>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>Exploring how families are different to each other.</li> <li>Understanding ways to show respect for different families.</li> <li>Understanding that families offer love, care and support.</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>Exploring how friendship problems can be overcome.</li> <li>Exploring friendly behaviours.</li> <li>Understanding difficulties in friendships and discussing action that can be taken.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>Recognising how other people show their feelings.</li> <li>Identifying ways we can care for others when they are sad.</li> <li>Exploring the ability to successfully work with different people.</li> <li>Learning how other people show their feelings and how to respond to them.</li> <li>Exploring the conventions of manners in different situations.</li> </ul> <p><b>Change and loss</b></p> <ul style="list-style-type: none"> <li>Exploring how loss and change can affect us.</li> </ul>	
		2	<p>To understand the role of families</p> <p>To understand that families look after us</p> <p>To know that families can be made up of different people</p> <p>To explain how families care for children (KS) (ECW)</p>		
		3 and 4  (could extend into 2 lessons for Y1 while Y2 do lesson 8)	<p>To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy.</p> <p>To recognise how others show feelings and how to respond to these</p> <p>To identify their special people and how they should care for one another</p> <p>To understand that friendships are not always positive</p> <p>To explain what I can do if a friendship is making me feel unhappy and who in school can help with friendship problems</p> <p>To know that not everyone feels the same</p> <p>To describe what someone else might be feeling and thinking (KS) (PSHE)</p>		
		5 and 6  (could extend into 2 lessons)	<p>To begin to understand how courtesy and manners make us feel</p> <p>To understand the feelings we may have about working with different people</p> <p>To work with people I don't know very well</p> <p>To understand that manners are important wherever I am</p>		

### Curriculum Progression Map - RSE and PSHE - 2024 25

		<p>for Y1 while Y2 do lesson 8)</p> <p>To begin to understand that friendships can have problems but we can overcome these</p> <p>To understand that friends can sometimes fall out</p> <p>To explain ways I can overcome problems with my friends</p> <p>To explain how being friendly can make others feel welcome and included</p> <p>(PSHE)</p>		
		<p>7</p> <p>To understand what is meant by a stereotype</p> <p>To understand that stereotypes about boys and girls exist</p> <p>To explain why these are often incorrect and challenge them</p> <p>To understand that assumptions are sometimes made about whether a job is more suited to a male or female</p> <p>(PSHE)</p>		
		<p>8 Y2 only</p> <p>To begin to understand how loss and change can affect us</p> <p>To know that there are ways we can remember people or events</p> <p>(PSHE) (E)</p>		
<p>Mixed planning (Y1)</p>	<p>Autumn 2 RSE and PSHE - Health and wellbeing</p>	<p>1</p> <p>To describe and understand their feelings</p> <p>To know the words to describe some positive and negative emotions</p> <p>To develop simple strategies for managing these feelings</p> <p>To describe my body's response to feelings</p> <p>To know that we can feel more than one emotion at a time</p> <p>To imagine how I would feel in a particular situation</p> <p>To know that not everyone feels the same</p> <p>(KS)</p>	<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>Learning how to wash my hands properly</li> <li>Learning how to deal with an allergic reaction</li> <li>Exploring the effect that food and drink can have on my teeth</li> </ul> <p><b>Physical health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Exploring positive sleep habits</li> <li>Exploring two different methods of relaxation: progressive muscle relaxation and laughter</li> <li>Exploring health-related jobs and people who help look after our health</li> <li>Exploring some of the benefits of exercise on body and mind</li> </ul>	
		<p>2</p> <p>To understand their strengths and set themselves achievable goals</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them</p> <p>(PSHE)</p>		
		<p>3</p> <p>To describe how I feel when I find something difficult</p> <p>To understand that everybody fails</p>		

## Curriculum Progression Map – RSE and PSHE – 2024 25

			<p>To know that failing is not the end of a process</p> <p>To understand what a growth mindset is</p> <p>(PSHE)</p>	<ul style="list-style-type: none"> <li>• Exploring some of the benefits of a healthy balanced diet.</li> <li>• Suggesting how to improve an unbalanced meal.</li> <li>• Learning breathing exercises to aid relaxation.</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Identifying personal strengths and qualities.</li> <li>• Identifying different ways to manage feelings.</li> <li>• Exploring strategies to manage different emotions.</li> <li>• Developing empathy.</li> <li>• Identifying personal goals and how to work towards them.</li> <li>• Exploring the need for perseverance and developing a growth mindset.</li> <li>• Developing an understanding of self respect.</li> </ul>
	4 and 5	<p>To understand the benefits of physical activity</p> <p>To understand how exercise affects the body</p> <p>To describe how my body feels during/after exercise</p> <p>To understand how exercise keeps me healthy</p> <p>To know what energetic activities I find fun</p> <p>To explain the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy</p> <p>To use breathing exercises to relax</p> <p>To understand how relaxation affects the body</p> <p>To know that it is important to have relaxation strategies</p> <p>To know how to use breathing to help myself relax</p> <p>To describe suitable times and places for using breathing techniques to relax</p> <p>To know that breathing techniques can be a useful strategy to relax</p> <p>(PSHE) (S) (ECW)</p>		
	6	<p>To understand what it means to have a healthy diet</p> <p>To identify the benefits of a balanced, healthy diet</p> <p>To describe the consequences of a poor diet</p> <p>To recognise where improvements can be made to an unbalanced dish</p> <p>To explain the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>(S)</p>		
	7	<p>To understand ways of looking after our teeth</p> <p>To know that food and drinks with lots of sugar are bad for our teeth</p> <p>(S)</p>		



### Curriculum Progression Map - RSE and PSHE - 2024 25

<p>Mixed planning (Y1)</p>	<p>Spring 1 - RSE and PSHE - Safety and the changing body</p>	<p>7</p> <p>To know how to respond to adults politely and safely            To know who works in my school            To understand how I should speak to adults in school            To know what to do if I am worried about anything an adult says or does in school  <i>To list some places I meet adults outside of school</i>  <i>To know what to do if I am worried about anything an adult says or does outside school</i>            (BV) (PSHE) (E)  <b>Year 2 Kidsafe Lesson 1 - Building Trust and introduction of feelings sad, scared and worried</b></p>	<p><b>Being safe (including online)</b></p> <ul style="list-style-type: none"> <li>Practising what to do if I get lost.</li> <li>Identifying hazards that may be found at home.</li> <li>Understanding people's roles within the local community that help keep us safe.</li> <li>Discussing the concept of privacy.</li> <li>Exploring ways to stay safe online.</li> <li>Learning how to behave safely near the road and when crossing the road.</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>Learning what is and is not safe to put in or on our bodies.</li> <li>Exploring what people can do to feel better when they are ill.</li> <li>Learning how to be safe around medicines.</li> </ul>	<p>adult manners            visitor worry            physical like            kind hurt            vulva leg            wrist head            foot elbow</p>
		<p>7</p> <p>To begin to understand the difference between acceptable and unacceptable physical contact.            To understand that some types of physical contact are never appropriate.            To understand that some types of physical contact are appropriate.  <i>To understand that my relationship with a person is relevant to what physical contact I may feel is appropriate.</i>            (PSHE)  <b>Year 2 Kidsafe Lesson 2- Bullying - saying no and trusted adults</b></p>	<p><b>The changing adolescent body</b>            No skills are required for this section just excellent knowledge</p> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>Practising making an emergency phone call.</li> </ul>	<p>PSHCE week</p> <p>pedestrian safe            Pavement car park unsafe            accident into            adult danger            medicine internet            kind bullying</p>
		<p>8</p> <p>To begin to understand the concept of privacy and the correct vocabulary for body parts.            To understand what 'private' means.            To name parts of the body including private parts.  <i>To name someone I can talk to if I'm worried about something.</i>            (PSHE)</p>		



Curriculum Progression Map - RSE and PSHE - 2024 25

			<p><b>Year 2 Kidsafe Lesson 3 - Computing and Internet Safety and age ratings</b></p> <p>9  <i>To know my body is important and belongs to me. (Y1/2)</i>  <i>To choose what happens to my body. (Y1/2)</i>  <i>To know I can give permission and take it away when I choose. (Y1/2)</i>  <i>To know who to talk to if I feel uncomfortable. (Y1/2)</i></p> <p><b>Year 2 Kidsafe Lesson 4 - Keeping our body and private places safe</b></p> <p>2, 3, 4, 5, and 6            PSHCE WEEK and Town hall visit - Road safety, Safety at home, Safety with medicines, What do I do if I get lost, The Internet(PSHE) (AD) (ECW) (E) (C)</p> <p><b>Year 2 Kidsafe Lesson 5- Parents and Carers arguing</b></p>			
<p>Mixed planning (Y2)</p>	<p>Spring 2  <b>RSE and PSHE</b>            - Citizenship</p>	1	<p><i>To begin to understand the importance of rules</i>  <i>To explain some consequences of not having or following rules.</i>  <i>To explain why rules are different in different places.</i>  <i>To identify key rules we have in school.</i>  <i>To understand why rules are important.</i></p> <p><b>Year 1 Kidsafe Lesson 1 - Building Trust and introduction of feelings sad, scared and worried</b></p>	<p><i>To recognise why rules are necessary.</i>  <i>To explore the differences between people.</i>  <i>To explain why rules are in place.</i>            Y1/Y2: <i>To discuss how to meet the needs of different pets.</i>            Y1/Y2: <i>To learn how to discuss issues of concern to me.</i></p>	Care	Dem
		2	<p><i>To begin to recognise ways in which we are both the same as and different from other people.</i>  <i>To explain how different people contribute to the local community</i>  <i>To understand that everyone is unique</i>  <i>To identify things that are the same or different about people</i></p> <p><b>Year 1 Kidsafe Lesson 2- Bullying - saying no and trusted adults</b></p>		Different	E
		3	<p><i>To know some of the jobs people do to look after the environment in school and the local community</i>  <i>To understand that animals have different needs and how to care for them.</i>  <i>To knows that different pets have different needs</i></p>		Fair	Respon
					Opinion	School
					Rule	
					Similar	



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			(PSHE) (S) <i>Year 1 Kidsafe Lesson 3 - Computing and Internet Safety and age ratings</i>		
		4	To begin to understand the needs of babies and young children. To understand that these needs change over time. (PSHE) (S) <i>Year 1 Kidsafe Lesson 4 - Keeping our body and private places safe</i>		
		5 and 6	To begin to understand how democracy works. To know that voting is a fair way to make a decision. To begin to understand how democracy works in school through the school council To know what a school council is (PSHE) (BV) (E) <i>Year 1 Kidsafe Lesson 5- Parents and Carers arguing</i>		
		7	To understand ways to share an opinion To know how to share opinions on things that are important to me To begin to express opinions (PSHE) (BV) (E)		
Mixed planning (Y2)	Summer 1 <b>RSE and PSHE</b> - Economic wellbeing	1	Learning about what money is, where it comes from and how people make money To know that coins and notes have different values. To know some of the ways children may receive money. To know that it is wrong to steal money. To know some of the ways in which adults get money. (PSHE) (M)	To develop an understanding of how banks work. To identify whether something is a want or need. To explore the reasons why people choose certain jobs. Y1/Y2: To explore choices people make about money. Y1/Y2: To recognise that people make choices about how to spend money. Y1 /Y2: To discuss what to do if we find money.	Bank Cash Earn Notes Save Spend
		2	To begin to understand the difference between wants and needs To know the difference between a 'want' and 'need' To understand why people have to prioritise needs over wants		



## Curriculum Progression Map - RSE and PSHE - 2024 25

			<p>To understand that I may need to save money to buy something I want (PSHE) (M)</p>		Want
		3	<p>To begin to understand that people make different choices about spending and saving money To explain what might influence choices associated with money (PSHE) (M)</p>		
		4	<p>To understand the benefits of banks and building societies To know that banks are places where we can store our money. To explain why a savings account helps me to save To know some of the features to look at when selecting a bank account. (PSHE) (M)</p>		
		5	<p>To understand that skills and interests will help someone decide what job to do To know some jobs in school To know that different jobs need different skills. To understand there are many different jobs outside school To explain some of the things involved in choosing a job (PSHE)</p>		
		6	Consolidation		
Mixed planning (Y2)	Summer 2 <b>RSE and PSHE</b> - Transition	1	<p>To understand that change can cause mixed feelings. To identify the positives and challenges of change To understand that everyone has different strengths. To explain some of the skills I have developed in Year 1 To understand that change is part of life To ask questions to help me deal with change To know who can help us deal with change</p>	<p>To recognise their own strengths. To identify people who can help us when we are worried about changes.</p>	