

Personal Development progression grid (PSHE/RSE/SMSC)

	Years 1/2 (A)	Year 1/2 (B)	Year 3/4 (A)	Year 3/4 (B)	Year 5/6 (A)	Year 5/6 (B)
<b>Term 1: Citizenship (Caring and responsibility)</b>						
<b>Caring and Responsibility (Citizenship)</b>	<p><b>Relationship education: Families and people who care for me Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security, and stability</li> <li>• 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</li> <li>• that stable, caring relationships...are important for children's security as they grow up</li> </ul> <p>Relationship education: Being safe Pupils will learn: • where to get advice (e.g. family, school and/or other sources) Physical health and mental wellbeing: Mental wellbeing Pupils will learn: • how to recognise and talk about their emotions, including having a</p>	<p><b>Respectful relationships pupils will learn:</b></p> <p>The importance of respecting others, even when they are very different from them</p> <p>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.</p> <ul style="list-style-type: none"> <li>• how to ask for help for themselves or others, and to keep trying until they are heard</li> <li>• where to get advice (e.g. family, school and/or other sources).</li> <li>• the importance of respecting others, even when they are very different from them or make different choices of have different preferences</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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.</li> <li>• what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact</li> <li>• how to ask for advice or help for themselves or others,</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn should show due respect to others, including those in positions of authority.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn should show due respect to others, including those in positions of authority.</li> </ul> <p><b>Families and people who care for me Pupils will learn:</b></p>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>Physical health and mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>• that there is a normal range of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p><b>Physical health and mental wellbeing:</b></p> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

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	<p>varied vocabulary of words to use when talking about their own or others' feelings</p> <p><b>Relationship education: Being safe Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> <li>• where to get advice (e.g. family, school and/or other sources).</li> </ul>	<p>or beliefs. Health education: Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul>	<p>and to keep trying until they are heard</p> <ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary needed to do so.</li> </ul> <p><b>Families and people who care for me Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>Health education: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions, including having a varied vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>	<p>about their own and others' feelings</p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness</li> <li>• that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• the benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<p>different experiences and situations</p> <ul style="list-style-type: none"> <li>• where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing</li> </ul>
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<b>Term 2: Expression (Healthy and happy friendships)</b>						
<b>Healthy and happy friendships (Expression)</b>	<p><b>Relationship education: Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming</li> </ul>	<p><b>Relationship education: Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<p><b>Relationship education: Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>Physical health and mental wellbeing:</p>	<p><b>Relationship education: Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests</li> </ul>	<p><b>Relationship education: Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul> <p>Relationship education: Respectful relationships Pupils will learn: • the importance of respecting others, even when they are very different from them (for example,</p>	<p><b>Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, and how to seek help or advice from others, if needed.</li> </ul> <p><b>Physical health and mental wellbeing: Mental</b></p>

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	<p>towards others, and do not make others feel lonely or excluded</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• the characteristics of friendships</li> <li>• that healthy friendships are positive and welcoming towards others, and do</li> </ul>	<p><b>Being safe Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others</li> <li>• 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</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• The importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul> <p><b>Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust and how to judge when a</li> </ul>	<p><b>Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p><b>Being safe Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others</li> <li>• 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</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of permission seeking and giving in relationships</li> </ul>	<p>and experiences and support with problems and difficulties.</p> <p><b>Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p><b>Being safe Pupils will learn:</b></p>	<p>physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p><b>Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Physical health and mental wellbeing: Mental</b></p>	<p><b>wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, using a varied vocabulary when talking about their own and others' feelings.</li> </ul> <p><b>Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs,</li> </ul>
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	<p>not make others feel lonely or excluded.</p>	<p>friendship is making them feel unhappy or uncomfortable, managing conflict situations and how to seek help or advice from others, if needed.</p> <p><b>Being safe Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others and to keep trying until they are heard</li> <li>• where to get advice e.g. family, school and/or other sources</li> </ul>	<p>with friends, peers and adults.</p> <p><b>Physical health and mental wellbeing:</b></p> <p><b>Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p><b>wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• 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</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p>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.</p> <p><b>Physical health and mental wellbeing:</b></p> <p><b>Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• how to recognise and talk about their emotions,</li> </ul>
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						<p>including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>
<b>Term 3: Dynasties (Families and committed relationships)</b>						
<p><b>Families and committed relationships</b> <b>Dynasties</b></p>	<p><b>Relationship education: Families and people who care for me Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection</li> </ul>	<p><b>Families and people who care for me Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also</li> </ul>	<p><b>Relationships education: Families and people who care for me Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Relationships education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p>Relationships education: Being safe Pupils will learn: • what sorts</p>	<p><b>Relationships education: Families and people who care for me Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p><b>Relationships education Sex education (primary)</b> Paragraph 67 of the DfE guidelines on teaching Relationships education and Health education: It is important that the transition phase before</p>

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	<p>and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children</li> </ul>	<p>characterised by love and care</p> <ul style="list-style-type: none"> <li>• 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. <b>Families and people who care for me</b></li> <li>• 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.</li> </ul> <p>Relationship education: Being safe</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• the characteristics of healthy family life, commitment to each</li> </ul>	<p>and sharing each other's lives</p> <ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.: <b>Respectful relationships Pupils will learn:</b></li> <li>• practical steps they can take in a range of different contexts to improve of support respectful relationships.</li> </ul> <p>Relationships education: Families and people who care for me Pupils will learn:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe,</li> </ul>	<p>of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul> <p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Relationships education: Caring friendships</p> <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for</p>
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	<p>and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>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</p> <ul style="list-style-type: none"> <li>• that others' families, either in school or in the wider world, sometimes look different their family, but that they should respect those differences and know that other children's families are also categorised by love and care</li> <li>• 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.</li> </ul>	<p>and how to seek help or advice from others if needed. <b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>		<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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.</li> </ul> <p><b>Families and people who care for me Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those</li> </ul>	<p>science - how a baby is conceived and born</p>
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					<p>differences and know that other children's families are also characterised by love and care</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which</li></ul>	
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					is intended to be lifelong.	
<b>Term 4: Universe (Similarities and differences)</b>						
<b>Similarities and differences (Universe)</b>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul> <p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul> <p><b>Physical health and mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness,</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the 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</li> <li>the importance of self-respect and how</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the 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</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>what a stereotype is, and how stereotypes</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the 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</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	<p><b>Relationships education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>that the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous</li> </ul>

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	<p>character, personality or backgrounds), or make different choices or have different preferences</p> <ul style="list-style-type: none"> <li>• the importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Physical health and mental wellbeing:</b> <b>Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• 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.</li> </ul>	<p>sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• the 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</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• how to recognise and talk about their emotions.</li> </ul>	<p>this links to their own happiness</p> <p><b>Respectful relationships</b> <b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary or words to use when talking about</li> </ul>	<p>can be unfair, negative or destructive.</p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect for others, including those in positions of authority.</li> </ul>	<p><b>Online relationships</b> <b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how information and data is shared and used online. <b>Physical health and mental wellbeing:</b> <b>Internet safety and harms Pupils will learn:</b></li> <li>• that for most people the internet is an integral part of life and has many benefits</li> </ul>	<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</li> </ul> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• why social media, some computer games and online gaming,</li> </ul>
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Personal Development progression grid (PSHE/RSE/SMSC)

		<ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	<p>their own and others' feelings</p> <ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>why social media, some computer games and online gaming, for example, are age restricted</li> <li>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.</li> </ul>	<p>for example, are age restricted</p> <ul style="list-style-type: none"> <li>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</li> <li>Where and how to report concerns and get support with issues online.</li> <li>about different types of bullying (including cyber bullying), the impact of bullying, the responsibilities of bystanders (primarily to report bullying to an adult) and how to get help</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>differently online, including</li> </ul>
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Personal Development progression grid (PSHE/RSE/SMSC)

						<p>by pretending to be someone they are not</p> <ul style="list-style-type: none"><li>• 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</li></ul> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Where and how to report concerns and get support with issues online.</li></ul>
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Personal Development progression grid (PSHE/RSE/SMSC)

						<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• the importance of respecting others, even those who are very different from them (for example, physically, in character, in personality or in background), or make different choices or have different preferences or beliefs</li></ul>
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Personal Development progression grid (PSHE/RSE/SMSC)

**Term 5: Life (Coping with change)**

<p><b>Coping with change (life)</b></p>	<p><b>Relationship education: Families and people who care for me Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> </ul> <p><b>Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the 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</li> <li>the importance of self-respect and how this links to their own happiness</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the 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</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	<p><b>Physical health and mental wellbeing: Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>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)</li> <li>simple self-care techniques, including the importance of rest,</li> </ul>	<p><b>Physical health and mental wellbeing: Changing adolescent body Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul> <p><b>Health and prevention Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>about personal hygiene.</li> </ul> <p><b>Changing adolescent body Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing</li> </ul>	<p><b>Physical health and mental wellbeing: Changing adolescent body Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul> <p><b>Physical health and mental wellbeing</b></p> <ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the 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.</li> </ul> <p><b>Physical health and mental wellbeing: Changing adolescent body Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body,</li> </ul>
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Personal Development progression grid (PSHE/RSE/SMSC)

			<p>time spent with friends and family and the benefits of hobbies and interests • that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p>adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>and others' feelings.  <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul> </p>	<p>particularly from age 9 through to age 11, including physical and emotional changes.  <b>Families and people who care for me</b>  <ul style="list-style-type: none"> <li>• 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.</li> </ul> <b>Caring friendships</b>  <ul style="list-style-type: none"> <li>• that most friendships have ups and downs, and that these can often be worked through</li> </ul> </p>
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Personal Development progression grid (PSHE/RSE/SMSC)

						<p>so that the friendship is repaired or even strengthened.</p> <p><b>Mental wellbeing</b> • 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</p> <ul style="list-style-type: none"><li>• 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.</li></ul> <p><b>Changing adolescent body</b> • key facts</p>
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Personal Development progression grid (PSHE/RSE/SMSC)

						about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
<b>Term 6: Dynamics (Healthy bodies, Healthy minds)</b>						
<b>Healthy bodies, Healthy minds (Dynamics)</b>	<p><b>Physical health and mental wellbeing: Physical and health fitness Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul> <p><b>Being safe Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>that each person's body belongs to them, and the differences</li> </ul>	<p><b>Mental Wellbeing:</b></p> <ul style="list-style-type: none"> <li>That mental well-being is a normal part of daily life, in the same way as physical health.</li> <li>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>How to recognise and talk about</li> </ul>	<p><b>Physical health and mental wellbeing: Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest.</li> </ul> <p><b>Physical health and mental wellbeing: Health and prevention Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul> <p><b>Physical health and mental wellbeing:</b></p>	<p><b>Relationship education: Caring friendships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>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 of advice from others.</li> </ul> <p><b>Physical health and mental wellbeing:</b></p>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	<p><b>Relationship education: Respectful relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness</li> </ul> <p><b>Relationships education: Online relationships Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including</li> </ul>

Personal Development progression grid (PSHE/RSE/SMSC)

	<p>between appropriate and inappropriate or unsafe physical and other, contact</p> <ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> <p>Physical and health</p> <p><b>fitness Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• what constitutes a healthy diet</li> </ul> <p><b>Health and prevention Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skins cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular</li> </ul>	<p>emotion, including having a varied vocabulary of word to use when talking about their own and others feelings</p> <p><b>Drugs, alcohol and tobacco Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul> <p><b>Physical and health fitness Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Health and prevention Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p><b>Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest.</li> </ul> <p><b>Physical health and mental wellbeing:</b></p> <p><b>Health and prevention Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul> <p><b>Health and prevention Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing.</li> </ul>	<p><b>Healthy eating Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including calories and other nutritional content).</li> </ul> <p><b>Physical health and mental wellbeing: Internet safety and harms Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul> <p><b>Internet safety and harms Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Physical health and mental wellbeing: <b>Drugs, alcohol and tobacco Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul> <p><b>Physical health and mental wellbeing: Health and prevention Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p>by pretending to be someone they are not</p> <ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul> <p><b>Physical health and mental wellbeing: Internet safety and harms Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• about the benefits of rationing time spent online, the risks of excessive</li> </ul>
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Personal Development progression grid (PSHE/RSE/SMSC)

	<p>check-ups at the dentist</p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul> <p><b>Mental Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• The mental well-being is a normal part of daily life, in the same way as physical health</li> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about emotion, including having a varied vocabulary of word to use when talking</li> </ul>			<p><b>Physical and health fitness Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• 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.</li> </ul> <p><b>Healthy eating Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet</li> </ul> <p><b>Physical health and mental wellbeing: Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of</li> </ul>		<p>time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> </ul>
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Personal Development progression grid (PSHE/RSE/SMSC)

	<p>about their own and others feelings</p>			<p>emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul>		<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment take place, which can have a negative impact on mental health</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> <p><b>Mental wellbeing Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• that there is a normal range of emotions and scale of emotions that all humans experience in relation to different</li> </ul>
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Personal Development progression grid (PSHE/RSE/SMSC)

				<ul style="list-style-type: none"> <li>• 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)</li> </ul>		<p>experiences and situations</p> <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• simple selfcare techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• 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.</li> </ul>
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Personal Development progression grid (PSHE/RSE/SMSC)