

Gargrave CE Primary School PSHE 2-year curriculum progression

2024-2025						
Apple Class: Reception	Me and my relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Key themes	<p>Feeling and getting help In this unit, children will talk about similarities and differences; name special people in their lives; describe different feelings; identify who can help if they are sad, worried or scared; identify ways to help others or themselves if they are sad or worried.</p>	<p>Recognising and respecting difference, being kind and caring. In this unit, children will be sensitive towards others and celebrate what makes each person unique; recognise that we can have things in common with others; use speaking and listening skills to learn about the lives of their peers; know the importance of showing care and kindness towards others; demonstrate skills in building friendships and cooperation.</p>	<p>Asking for help, keeping healthy and staying safe around medicines. In this unit, children will talk about how to keep their bodies healthy and safe; name ways to stay safe around medicines; know how to stay safe in their home, classroom and outside; know age-appropriate ways to stay safe online; name adults in their lives and those in their community who keep them safe.</p>	<p>Taking care and making choices. In this unit, children will understand that they can make a difference; identify how they can care for their home, school and special people; talk about how they can make an impact on the natural world; talk about similarities and differences between themselves; demonstrate building relationships with friends.</p>	<p>Making healthy choices, and being persistent. In this unit, children will feel resilient and confident in their learning; name and discuss different types of feelings and emotions; learn and use strategies or skills in approaching challenges; understand that they can make healthy choices; name and recognise how healthy choices can keep us well.</p>	<p>Life cycles, girls and boys. In this unit, children will understand that there are changes in nature and humans; name the different stages in childhood and growing up; understand that babies are made by a man and a woman; use the correct vocabulary when naming the different parts of the body; know how to keep themselves safe.</p>
Learning	All About Me What makes me special	I'm special, you're special Same and different	What's safe to go onto my body Keeping myself safe (including medicines)	Looking after my special people Looking after my friends	Bouncing back when things go wrong Yes, I can! Healthy eating	Seasons Life stages-plants, animals, humans

	Me and My Special people Who can help me? My Feelings	Same and different families Same and different homes I am caring I am a friend	Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Being helpful at home and caring for our classroom Caring for our world Looking after money	My healthy mind Move your body A good night's sleep	Life stages-humans-who will I be? Where do babies come from? Getting bigger Me and my body-girls and boys
Reception key vocabulary	Special Practice Effort Same Different Favourite Family Help Feelings	Special Likes Dislikes Favourite Same Different Kind Unkind	Keep clean & safe Sleep Water Food Fresh air Medicine Safe Unsafe Worried Trust	Family Friends Environment Money Responsibility Electricity Pollution Recycling Money Save Safe place	Bounce back Encourage Try again Food Energy Grow Healthy Exercise Routine	Growing Life cycles Seasons Spring Summer Autumn Winter Cycle Baby Child Teenager Adult Old age Family Love Care Private parts
Ash Class: Year 1 & 2	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Key themes	Feelings, getting help and classroom rules. In this unit, children will describe different feelings and how they can make	Recognising, valuing and celebrating difference and developing tolerance. In this unit, children will know the key	How our feelings can keep us safe, keeping healthy and medicine safety. In this unit, children will know that our bodies need healthy	Looking after things In this unit, children will identify ways of taking care of their health; identify how others take care of their environment;	Keeping healthy, and growth mindset. In this unit, children will recognise how a healthy variety of food can make us feel great; recognise	Getting help, becoming independent, body parts. In this unit, children will think of what babies need to stay

	our bodies feel; know some strategies of dealing with 'not so good' feelings; understand how our actions can hurt the feelings of others; recognise the special qualities in family and friends; know which special people keep us safe and how.	differences between teasing, being unkind and bullying; recognise that everyone is different and will have different thoughts and ideas; celebrate and begin to show empathy for those who are different; identify those who are special to them (and their special qualities); identify ways in which we can show kindness towards others and how that makes them feel.	foods, exercise, oxygen and sleep for energy; recognise emotions and physical feelings associated with feeling unsafe; learn the PANTS rule and which parts of my body are private (as well as the correct names for body parts); understand that medicines can sometimes make people feel better when they're ill; talk about safety and responsibility around medicines.	take care of something or someone else; talk about the importance of looking after money; learn what to do when someone is injured.	that learning a new skill requires practice and the opportunity to fail, safely; identify strategies to resolve conflict; give and receive praise.	happy and healthy; identify the changes they have made since they were a baby; identify the difference between a surprise and a secret; identify who they can talk to about secrets; identify some internal organs and systems and those body parts which are private; identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.
Learning (Using Y1 focus)	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body!	Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private
Y1 & 2 key vocabulary	rules safe	same different difference	sleep rest grow	behaviour consequences promise	starchy dairy protein	energy water food

responsibility work together listening feelings body language emotions safe support behaviour hurt help heal friendship making up	respect kind unkind unkindness tease teasing bully bullying behaviour rules safe fair unfair special people qualities feelings family	tired feelings worried scared nervous support unsafe private trust privates penis vagina vulva nipples buttocks bottom testicles consent entertainment risks donating harmful medicine safe harmful responsibility emotions loss lost	special promise environment responsibility needs responsible rules respect money cost bills spending afford bank coin note worth safe saving first aid risk accident danger hazard kettle burn scald emergency	fruit vegetables vitamins portion healthy sugar meat salt cereal routine hygiene clean germs disease spread learning practice make mistakes confidence achievement praise support feedback feelings encourage organ heart lungs intestines brain stomach	air oxygen exercise sleep healthy change growing size height needs help caring love attention unkind unkindness tease teasing bullying bully witness experience getting help surprise secret privates private penis vulva hygiene sore help change doctor
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Willow Class: Year 3 & 4	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Key themes	Cooperation and friendships In this unit, children will know that feelings and emotions help a person cope with difficult times; recognise the skills required to collaborate in a team, knowing when to contribute and when to step back; recognise which strategies are appropriate for particular situations; listen to and debate ideas and opinions with others with respect and courtesy; recognise why friends may fall out and how to resolve issues.	Recognising and respecting diversity, being respectful and tolerant. In this unit, children will recognise that there are many different types of families; identify the different communities that they belong to; learn ways of showing respect through language and communication; identify different origins, national, regional, ethnic and religious backgrounds; recognise and explain why bullying can be caused by prejudice.	Managing risk, staying safe online, drugs and their risk. In this unit, children will identify risk factors in given situations; define the words danger and risk and explain the difference between the two; define the word 'drug' and understand that nicotine and alcohol are both drugs; recognise potential risks associated with browsing online; recognise and describe appropriate behaviour online as well as offline.	Skills we need to develop as we grow up, helping and being helped. In this unit, children will talk about and identify people who help them in school and the community; learn differences between 'fact' and 'opinion'; discuss, plan and evaluate ways of helping the environment; learn about saving, spending and essential purchases; consider how money is earned and the different factors affecting this.	Keeping myself healthy, celebrating and developing my skills. In this unit, children will recognise how different food groups work in our body; explain how some infectious illnesses are spread from one person to another; name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes; identify my achievements and skills to work on; explain how skills are developed.	Keeping safe, and relationships. In this unit, children will identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space; identify the different types of relationships people have and their different purposes and qualities; identify what makes a positive relationship and what makes a negative relationship.

Learning (using Y3 focus)	As a rule Looking after our special people How can we solve this problem? Tangram team challenge Friends are special Thunks Dan's dare My special pet	Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts	Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project	Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents	Relationship tree Body space None of your business! Secret or surprise? Basic first aid
Year 3 & 4 key vocabulary	rules safety friendship falling out making up compromise conflict point of view strategies calm apologise listen continuum opinions respectful courteous challenging dare persuade feelings	respect cooperation listening skills politeness courtesy manners family adoption fostering same-sex couple blended family belonging community similarities differences identity name calling bullying prejudice disability race colour gender	trust safe unsafe danger (dangerous) risk (risky) feelings strategies consequence internet safety search engine phishing browsing fake news medicines harmful drugs helpful instructions drugs cigarettes nicotine alcohol	helper responsible safe healthy fact opinion volunteer wellbeing income saving spending earning income environment waste	balanced diet proteins muscles dairy teeth bones starchy carbohydrates energy fruit & veg healthy infection cleanliness hygiene rest sleep water medicine dose drug safety instructions intestine	positive relationships healthy trust caring personal space body space invade uncomfortable respect stop touch internet safety public private personal information profile secret surprise feelings uncomfortable angry upset

		sexuality			vessels arteries lungs liver debate discussion continuum courteous respectful justify goal setting talents skills intelligence	jealous worried excited scared talk first aid risk accident danger hazard kettle safe burn scald emergency
Oak Class: Year 5 & 6	Me and my relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Key themes	Feelings, friendship skills including compromise and assertive skills. In this unit, children will learn characteristics and skills in assertiveness; apply their collaborative skills to friendships and assertiveness; learn ways to resolve conflict in an assertive, calm and fair manner; identify what things make a	Recognising and celebrating difference (including religions and cultural difference), and influence and pressure of social media. In this unit, children will describe the benefits of living in a diverse society; develop an understanding of discrimination and its injustice, and describe this using	Managing risk, including staying safe online, and the norms around the use of legal drugs (tobacco, alcohol). In this unit, children will reflect on risk and the different factors and outcomes that might influence a decision; reflect on the consequences of not keeping personal information private and the risks of	Decisions about lending, borrowing and spending, rights and responsibilities relating to my health. In this unit, children will identify, write and discuss issues currently in the media concerning health and wellbeing; define the terms 'responsibility', 'rights' and 'duties' and consider what	Growing my independence and taking responsibility, media awareness and safety. In this unit, children will describe the four main internal systems of the human body; understand the actual norms around smoking and the reasons for common misperceptions of these; identify the skills and qualities	Managing difficult feelings, Menstruation, getting help and managing change. In this unit, children will identify puberty changes; explain menstruation cycle as something that happens when a sperm does not meet an egg; describe the intensity of different feelings and strategies to build resilience;

	relationship unhealthy and who to talk to if they needed help; recognise emotional needs according to circumstance and any risk factors that could affect them.	examples; understand that the information we see online, either text or images, is not always true or accurate; reflect on the impact social media puts pressure on peoples' life choices; consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.	social media; explore categorisation of drugs, the risks associated with medicines; learn some key facts and information about drugs and medicines; recognise the features of face to face and online bullying and the strategies that deal with it.	they mean to me and my community; identify the responsibilities to my home, community and environment I might have in the future; consider what advice to give relating to saving and borrowing money; define financial terms and explain how others have financial responsibility for the community.	that make us successful and achieve our best; recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; consider the different responsibilities that they and others have for their health and wellbeing.	understand the different types of feelings and emotions associated with puberty; recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality; identify the different types of products someone might use during puberty or menstruation; explain how people might feel at times of change and loss; consider strategies when coping with this.
Learning (using Y5 focus)	Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes	Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? Drugs: true or false? Smoking: what is normal?	What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver!	It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness	How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here!

Year 5 & 6 key vocabulary	collaborate negotiation compromise conflict resolution sensitive insensitive unhealthy relationship verbal abuse physical abuse sexual abuse uncomfortable touching unsafe emotions emotional needs assertive aggressive passive	friendship listening talking respect excluded discrimination prejudice diverse metaphor multi-cultural society sex sexual orientation gender identify gender expression prejudice biological sex sexual orientation verbal abuse physical abuse	bullying cyberbullying personal information privacy settings assessing risk pressure influence risk taking dare resist pressure substance stimulant assertive drugs cigarettes alcohol	responsibility fact opinion biased unbiased voluntary group community group pressure (action) group rights duties costs wages salaries rent Fair-Trade borrow loan credit debit interest	organs body systems perseverance commitment resilience determination patience interpersonal skills community school community independence responsibility personal qualities celebrities sepsis life skill	egg sperm puberty fallopian tube ovary uterus (womb) lining vagina period/menstruation pad period tampon menstruation cup breasts genitals testicles womb wet dreams penis mammals fertilise birth spots sweat pubic hair cervix menstrual cycle menstruation fertilised egg pregnant body anxiety hair removal wellbeing resilience
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