

Over-arching themes across all year groups are respect for diversity, other people, property and environment, making and explaining own decisions and judgements and understanding how it relates to them now and in the future with regards to their own safety, health and wellbeing (physically, emotionally and socially). Underpinned by British Values.

## PSHE, RSE and Citizenship: Progression FS – Year 6

Area of attainment	End of FS (Reception)	End of KS1 (Years 1 & 2)	End of LKS2 (Years 3 & 4)	End of UKS2 (Years 5 & 6)
Safety	<p>Show awareness of the importance of following safety rules.</p> <p>Begin to understand how household products, including medicines, can be harmful if not used correctly.</p> <p>Begin to identify people who help us and keep us safe.</p> <p>Road safety.</p> <p><b>ELG – Handle tools, objects, construction and malleable material safety and with increasing control.</b></p>	<p>Recognise warning signs, what they mean and where we might see them.</p> <p>Understand the importance of following safety rules. How to ask for help.</p> <p>Understand how household products, including medicines, can be harmful if not used correctly. How medicines can make you better. What is safe and unsafe to consume? Drugs (science objectives).</p> <p>Identify people who help us and keep us safe.</p> <p>Develop an understanding of taking responsibility for own health and that others – spread of germs.</p> <p>Develop an awareness of: Online safety, road, rail, fire, water and electrical safety.</p>	<p>Understand the effects and risks of medicines, smoking, drinking and why people do it, legal does not mean safe.</p> <p>Drugs based situations (resisting peer pressure) and the media how to keep safe around drugs paraphernalia.</p> <p>Online safety, road safety and electrical safety.</p>	<p>Online safety; Safe relationships and what to do about those which are not safe.</p> <p>Water safety define risk, hazard and danger.</p> <p>Long- and short-term gains, effects and risks of drugs (including volatile substances and cannabis etc.) alcohol, tobacco &amp; some drugs are legal, restricted &amp; illegal (know the law about drugs).</p> <p>What does habit mean and why they can be hard to change.</p> <p>Recognise, predict and assess risks in different situations including around drug paraphernalia - decide how to manage them and ways to resist pressure.</p>

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<p>Health (physical and emotional) and hygiene</p>	<p>Keeping clean. Enjoying eating. Staying fit.  Begin to understand feelings.</p> <p><b>ELG – Children know the importance for good health of physical exercise and a healthy diet and talk about way to keep healthy and safe. They manage their own basic hygiene and basic need successfully, including dressing and going to the toilet independently.</b></p> <p><b>ELG - Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for they chosen activities. They say when they do or don't need help.</b></p>	<p>Keeping clean (including dental hygiene).  Enjoy eating – what they like and dislike.  Staying fit – exercise – what they like/dislike and making choices.  How will I grow? Changing body and changing needs responsibilities and opportunities.  Feelings about themselves (self-worth and recognising positive attributes) – what am I good at, I wish I could, (aspirations and setting goals).</p>	<p>Keeping clean- bacteria and viruses can affect health - simple routines can reduce spread.  Healthy eating and keeping fit balanced lifestyle (including emotional health) - choices and benefits.  Reflect on and celebrate achievements and strengths - set personal and team goals and aspirations for future.</p>	<p>Preparing for puberty (science objectives) - hygiene practices and products, physical and emotional changes.  Talk about feelings (what is good/not so good and how can we explain them? When should we listen to emotions and when to overcome them)?  Coping with change (include loss, separation, divorce, bereavement).  Body image - media does not reflect reality (dove campaign) and can affect people's feelings about themselves.  Self-esteem and body confidence.</p>
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<p>Relationships</p>	<p>Understand that animals including humans have babies.</p> <p>Begin to develop an understanding of relationships with family and friends.</p> <p>Begin to understand how we are different – difference between boys and girls.</p> <p><b>ELG – Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others needs and feelings and form positive relationships with adults and other children.</b></p>	<p>Birth of animals (including humans).</p> <p>Identify and talk about own relationships with friends/family (who do I love and who loves me).</p> <p>How we are different – difference between boys and girls (name body parts including genitalia).</p> <p>Show an awareness of different family structures. Gender stereotypes.</p> <p>Understanding our feelings and how other people make us feel (what is ok?) and managing our feelings.</p> <p>Empathy towards others.</p> <p>People’s feelings and how our behaviour affects them (play and work cooperatively including taking turns, sharing, respecting others’ belongings resolving conflicts), offer supports to others.</p>	<p>The diversity of different family units, marriage &amp; parenthood.</p> <p>Qualities of a positive friendship.</p> <p>Concept of keeping confidence (not secrets) and when to break.</p> <p>Understand and manage own feelings.</p> <p>Develop strategies to resist peer pressure and pressure to conform to gender stereotypes.</p> <p>Falling out/bullying (resolve conflict through negotiation and compromise, respecting others’ point of view).</p> <p>Behaviour can affect other people’s feelings. Understand consequences of discrimination, teasing, anti-social/aggressive behaviour etc.</p>	<p>Birth- process of giving birth (science objective).</p> <p>Qualities for positive, healthy relationships - developing skills to form and maintain positive relationships.</p> <p>Responsibilities in an adult relationship e.g. marriage, children and when they will be ready.</p> <p>Safety within relationship (deciding what is ok, what is not? - protecting themselves from unwanted/inappropriate physical and verbal contact (including exploitation, grooming, abuse, pornography, sexting)).</p> <p>Know the law regarding sex and that abuse is a crime. Know where and how to get help.</p> <p>Bullying and friendship role models (diversity - people of a variety of race, colour, size, age, gender, ability).</p>
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		<p>Feelings associated to change and loss (moving home, losing toy, pet or friend).</p> <p>Secrets and surprised (importance of not keeping adult secrets).</p> <p>Respect (wanted and unwanted physical and verbal contact – how to respond and who to tell).</p> <p>Roles and responsibility in families.</p>		How a baby is conceived, protecting themselves sexually.
Living in the wider world	<p>Class Rules.</p> <p>Belonging to various groups in the community.</p> <p>Begin to show understanding of simple citizenship concepts, for example right and wrong, fairness and rules.</p> <p><b>ELG – Children know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and</b></p>	<p>Class rules.</p> <p>Money - keeping it safe, spending choices and how they manage it.</p> <p>Responsibilities and jobs. Jobs of others- paid/unpaid.</p> <p>School improvement - what improves or harms local, natural and built environment - who looks after it, how things that spoil the world and how we can help to stop them</p>	<p>Class rules.</p> <p>Improving our surroundings.</p> <p>Consequences of pollution</p> <p>Why do we have money? What do we spend? – managing money and the role it plays in their own and others' lives.</p> <p>Paid/unpaid jobs - role of voluntary and community groups especially in relation to health and wellbeing.</p>	<p>Class rules</p> <p>Local development - what being part of a community means and the support of local and national institutions.</p> <p>Sustainability - responsibilities and duties for the environment.</p> <p>Taxes, money &amp; trade chains develop an initial understanding of loan, interest, debt and tax (incl VAT) and adults' contribution to society.</p>

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	<p><b>others, and amongst family's communities and traditions.</b></p> <p><b>ELG - Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situation, and take changes of routine in their stride.</b></p>	<p>Charity and raising funds money comes from different sources and can be used for different purposes (spending and saving).</p>	<p>Diversity - the same around the world.</p> <p>Faces of Britain - appreciate the range of national, regional, religious and ethnic differences.</p>	<p>Enterprising and employability skills.</p> <p>Developing world- think about the lives of people living in other places with different customs and values.</p> <p>Racism &amp; discrimination.</p> <p>Children's rights and human rights choosing people to represent us, making and upholding the law, wider world (EU &amp; UN) - these are to protect everyone and have primacy over national law and family/community practice (Inc. cultural practice which is against the law FGM)</p>
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