

PSHE and RSE Progression

EYFS – Area of learning	Nursery	Reception	ELG
<p>Personal, Social and Emotional Development is one of the prime areas of learning for EYFS. It is threaded through every child's every day experience within our setting and independence, relationships and confidence are encouraged by adults and through challenging activities. Resilience and persistence are particular focusses of children's PSE development at Sacred Heart and our curriculum and continuous provision reflects this, as well as our interactions with children.</p> <p>We pride ourselves on knowing our children as individuals and catering for their needs in order to support their personal, social and emotional development. We also work with Place2Be to support children's emotional regulation as well as having ongoing discussions with children through books, props and play.</p>			

<p>PSED – Making Relationships</p>	<p>Builds relationships with special people but may show anxiety in the presence of strangers</p> <p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p> <p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</p>	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p>	<p><u>Statutory ELG: Building Relationships</u> <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p><u>Statutory ELG: Managing Self</u> <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Explain the reasons for rules,
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	<p>Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy They know they like</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p>	<p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs</p>	<p>know right from wrong and try to behave accordingly</p>
<p>PSED – Sense of Self</p>	<p>Knows their own name, their preferences and interests and is becoming aware of their unique abilities</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p>	<p><u>Statutory ELG: Managing Self Children at the expected level of development will:</u></p>

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	<p>Is developing an understanding of and interest in differences of gender, ethnicity and ability</p> <p>Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</p> <p>Is gradually learning that actions have consequences but not always the consequences the child hopes for</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p> <p>Is sensitive to others' messages of appreciation or criticism</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and</p>	<p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p>	<p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>
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	trying new things or new social situations and being able to express their needs and ask adults for help		
PSED – Understanding Emotions	<p>Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling</p> <p>Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated</p> <p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</p> <p>Responds to the feelings of others, showing concern and offering comfort</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p> <p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p>	<p>Understands their own and other people’s feelings, offering empathy and comfort</p> <p>Talks about their own and others’ feelings and behaviour and its consequences</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Seeks support, “emotional refuelling” and practical help in new or challenging situations.</p> <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p>	<p><u>Statutory ELG: Self-Regulation</u> <u>Children at the expected level of development will:</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p><u>Statutory ELG: Managing Self</u> <u>Children at the expected level of development will:</u> - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>

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	<p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p>		
<p>PD- Health & Self Care</p>	<p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</p> <p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Can name and identify different parts of the body</p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> <p>Can wash and can dry hands effectively and understands why this is important</p> <p>Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food</p> <ul style="list-style-type: none"> • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p> <p>Can initiate and describe playful actions or movements for other children to mirror and follow</p> <p>Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important</p> <p>Usually dry and clean during the day</p>	<p><u>Statutory ELG: Managing Self Children at the expected level of development will:</u></p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>

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	<p>Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</p> <p>Can mirror the playful actions or movements of another adult or child</p> <p>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>	<p>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good Health</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</p> <p>Shows understanding of how to transport and store equipment safely</p> <p>Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</p>	
<p>UW - People and Communities</p>	<p>Has a sense of own immediate family and relations and pets</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Beginning to have their own friends</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others Shows interest in the lives of people who are familiar to them</p> <p>Enjoys joining in with family customs and routines</p>	<p>Enjoys joining in with family customs and routines</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Knows that other children do not always enjoy the same things, and is sensitive to this</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p><u>Statutory ELG: Past and Present</u> <u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling <p><u>Statutory ELG: People, Culture and Communities</u></p>

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	<p>Remembers and talks about significant events in their own experience</p> <p>Recognises and describes special times or events for family or friends</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>		<p><u>Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Topic	Year Group	Content
<p>Mental health and emotional wellbeing</p>	<p>1</p>	<p>Pupils learn about different types of feelings Pupils</p> <ul style="list-style-type: none"> • can name different feelings (including emotions that make us feel good and not-so-good) • recognise that people may feel differently about the same situation • can identify how different emotions look and feel in the body <p>Pupils learn about managing different feelings Pupils</p> <ul style="list-style-type: none"> • recognise that some feelings can be stronger than others • can describe some ways of managing different feelings • know when to ask for help <p>Pupils learn about change or loss and how this can feel Pupils</p> <ul style="list-style-type: none"> • are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school) • can describe how people might feel when there is a change or loss • recognise what they can do to help themselves or someone else who may be feeling unhappy

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	2	<p>Pupils learn about the importance of special people in their lives Pupils</p> <ul style="list-style-type: none">• can identify people who are special to them and explain why• understand what makes a good friend• can demonstrate how they show someone they care <p>Pupils learn about making friends and who can help with friendships (on and offline) Pupils</p> <ul style="list-style-type: none">• understand how people might feel if they are left out or excluded from friendships• recognise when someone needs a friend and know some ways to approach making friends• know who they can talk to if they are worried about friendships <p>Pupils learn about solving problems that might arise with friendships (on and offline) Pupils</p> <ul style="list-style-type: none">• can identify some ways that friendships can go wrong• can describe some ways to sort out friendship problems• recognise that difficulties within friendships can usually be resolved
	3	<p>Pupils learn about celebrating achievements and setting personal goals Pupils</p> <ul style="list-style-type: none">• explain how it feels to be challenged, try something new or difficult• can plan the steps required to help achieve a goal or challenge• are able to celebrate their own and others' skills, strengths and attributes <p>Pupils learn about dealing with put downs Pupils</p> <ul style="list-style-type: none">• explain what is meant by a put-up or put down and how this can affect people

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		<ul style="list-style-type: none"> • can demonstrate a range of strategies for dealing with put-downs • recognise what is special about themselves <p>Pupils learn about positive ways to deal with set-backs</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe how it feels when there are set-backs • know some positive ways to manage set-backs and how to ask for help or support • recognise that everyone has set-backs at times, and that these cannot always be controlled
	4	<p>Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to name and describe a wide range and intensity of emotions and feelings • understand how the same feeling can be expressed differently • recognise how emotions can be expressed appropriately in different situations <p>Pupils learn about times of change and how this can make people feel</p> <p>Pupils</p> <ul style="list-style-type: none"> • identify situations when someone may feel conflicting emotions due to change • can identify ways of positively coping with times of change • recognise that change will affect everyone at some time in their life <p>Pupils learn about the feelings associated with loss, grief and bereavement</p> <p>Pupils</p> <ul style="list-style-type: none"> • recognise that at times of loss, there is a period of grief that people go through • understand there are a range of feelings that accompany bereavement and know that these are necessary and important • know some ways of expressing feelings related to grief
	5	<p>Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to name and describe a wide range and intensity of emotions and feelings • understand how the same feeling can be expressed differently • recognise how emotions can be expressed appropriately in different situations <p>Pupils learn about times of change and how this can make people feel</p> <p>Pupils</p> <ul style="list-style-type: none"> • identify situations when someone may feel conflicting emotions due to change • can identify ways of positively coping with times of change • recognise that change will affect everyone at some time in their life <p>Pupils learn about the feelings associated with loss, grief and bereavement</p> <p>Pupils</p> <ul style="list-style-type: none"> • recognise that at times of loss, there is a period of grief that people go through • understand there are a range of feelings that accompany bereavement and know that these are necessary and important • know some ways of expressing feelings related to grief

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	6	<p>Pupils learn what mental health is Pupils</p> <ul style="list-style-type: none"> • know that mental health is about emotions, moods and feelings - how we think, feel and behave • recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent • know what mental health help, advice and support is available <p>Pupils learn about what can affect mental health and some ways of dealing with this Pupils</p> <ul style="list-style-type: none"> • recognise what can affect a person's mental health • know some ways of dealing with stress and how people can get help and support • understand that anyone can be affected by mental ill health <p>Pupils learn about some everyday ways to look after mental health Pupils</p> <ul style="list-style-type: none"> • know some everyday ways of looking after mental health • can explain why looking after mental health is as important as looking after physical health • understand that some things that support mental health will also support physical health <p>Pupils learn about the stigma and discrimination that can surround mental health Pupils</p> <ul style="list-style-type: none"> • recognise that stigma and discrimination of people living with mental health problems can and does exist • explain the negative effect that this can have • know what can help to have a more positive effect (and therefore reduce stigma and discrimination)
<p>Keeping safe and managing risk</p>	1	<p>Pupils learn about safety in familiar situations Pupils</p> <ul style="list-style-type: none"> • recognise the difference between 'real' and 'imaginary' dangers • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe <p>Pupils learn about personal safety Pupils</p> <ul style="list-style-type: none"> • recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried <p>Pupils learn about people who help keep them safe outside the home Pupils</p> <ul style="list-style-type: none"> • can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it
	2	<p>Pupils learn about keeping safe in the home, including fire safety Pupils</p> <ul style="list-style-type: none"> • know some simple rules for keeping safe indoors, including online

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		<ul style="list-style-type: none"> • can describe what to do if there is an emergency • understand that they can take some responsibility for their own safety <p>Pupils learn about keeping safe online, including the benefits of going online</p> <p>Pupils</p> <ul style="list-style-type: none"> • Know a range of rules for keeping safe online • can describe the benefits and risks of going online • understand how they can take some responsibility for their own online safety and where to go for help <p>Pupils learn about keeping safe outside</p> <p>Pupils</p> <ul style="list-style-type: none"> • know some rules for keeping safe outside • can assess whether a situation is safe or unsafe • understand the importance of always telling someone where they are going or playing <p>Pupils learn about road safety</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify hazards in relation to road safety • are able to explain how to cross the road safely • recognise that there are rules in relation to road safety for all road users
	3	<p>Pupils learn to recognise bullying (including online) and how it can make people feel Pupils</p> <ul style="list-style-type: none"> • are able to define 'bullying' • are able to define 'cyberbullying' • can identify the difference between falling out with someone and bullying • understand how bullying can make people feel and why this is unacceptable <p>Pupils learn about different types of bullying and how to respond to incidents of bullying</p> <p>Pupils</p> <ul style="list-style-type: none"> • can name different types of bullying (including cyberbullying, racism) • can identify the different ways bullying can happen (including online) • can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help <p>Pupils learn about what to do if they witness bullying</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain how to react if they witness bullying • understand the role of bystanders and the important part they play in reducing bullying • know how and to whom to report incidents of bullying, where to get help and support
	4	<p>Pupils learn how to be safe in their computer gaming habits</p> <p>Pupils</p> <ul style="list-style-type: none"> • know about the age rating / classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games

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		<p>Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks Pupils</p> <ul style="list-style-type: none"> • can identify and assess the level of risk of different activities in the local environment • recognise that in some situations there may pressure to behave in a way that doesn't feel safe • can identify some ways to respond to unhelpful pressure <p>Pupils learn about what to do in an emergency and basic emergency first aid procedures Pupils</p> <ul style="list-style-type: none"> • are able to assess what to do in an emergency • can carry out some simple first aid procedures for different needs • can demonstrate how to ask for help from a range of emergency services
5		<p>Pupils learn about keeping safe online Pupils</p> <ul style="list-style-type: none"> • understand that people can be influenced by things online • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable <p>Pupils learn how to stay safe when communicating with other people online Pupils</p> <ul style="list-style-type: none"> • Can compare different kinds of online communication including friendships • Describe the benefits and risks of online-only friendships • Describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable <p>Pupils learn that violence within relationships is not acceptable Pupils</p> <ul style="list-style-type: none"> • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support <p>Pupils learn about problems that can occur when someone goes missing from home Pupils</p> <ul style="list-style-type: none"> • understand some of the reasons that might cause a young person to run away or be absent from home • can identify the potential risks and dangers of running away or going missing • know who to talk to if they feel like running away
6		<p>Pupils learn about feelings of being out and about in the local area with increasing independence Pupils</p> <ul style="list-style-type: none"> • are aware of potential risks when out and about in the local area • describe a range of feelings associated with being out and about • understand that people can make assumptions about others that might not reflect reality <p>Pupils learn about recognising and responding to peer pressure Pupils</p> <ul style="list-style-type: none"> • can identify risky behaviour in peer groups • recognise and respond to peer pressure and who they can ask for help • understand how people feel if they are asked to do something they are unsure about

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		<p>Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) Pupils</p> <ul style="list-style-type: none"> • know some of the consequences of anti-social behaviour, including the law • describe ways to resist peer pressure • recognise they have responsibility for their behaviour and actions
<p>Physical health and wellbeing</p>	1	<p>Pupils learn about food that is associated with special times, in different cultures Pupils</p> <ul style="list-style-type: none"> • know about some of the food and drinks associated with different celebrations and customs • can identify what makes their home lives similar or different to others, including the food they eat • understand why food eaten on special days may be different from everyday foods <p>Pupils learn about active playground games from around the world Pupils</p> <ul style="list-style-type: none"> • can describe how to play different active playground games • can recognise how active playground games make them feel • can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at <p>Pupils learn about sun-safety Pupils</p> <ul style="list-style-type: none"> • know about some of the effects of too much sun on the body • can describe what people can do to protect their bodies from being damaged by the sun • know what they will need and who to ask for help if they going out in strong sun
	2	<p>Pupils learn about eating well Pupils</p> <ul style="list-style-type: none"> • know what a healthy diet looks like • can identify who helps them make choices about the food they eat • know the benefits of a healthy diet (including oral health) <p>Pupils learn about the importance of physical activity, sleep and rest Pupils</p> <ul style="list-style-type: none"> • can describe some ways of being physically active throughout the day • explain why it is important to rest and get enough sleep, as well as be active • understand that an hour a day of physical activity is important for good mental and physical health <p>Pupils learn about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well Pupils</p> <ul style="list-style-type: none"> • know about the roles of people who help them to stay healthy (including giving vaccinations) • can describe everyday routines to help take care of their bodies, including oral health • understand how basic hygiene routines can stop the spread of disease
	3	<p>Pupils learn about making healthy choices about food and drinks Pupils</p>

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		<ul style="list-style-type: none"> • can use the Eatwell guide to help make informed choices about what they eat and drink • can describe situations when they have to make choices about their food and drink • understand who and what, including the role of the internet, influences their choices about food and drinks <p>Pupils learn about how branding can affect what foods people choose to buy</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain why people are attracted to different brands • are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' • understand how this can affect what food people buy <p>Pupils learn about keeping active and some of the challenges of this</p> <p>Pupils</p> <ul style="list-style-type: none"> • Are able to identify a range of physical activities that help mental and physical health • are able to evaluate the levels of physical activity in different pastimes • can identify some choices they have about how to spend their free time
4		<p>Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain why a person may avoid certain foods • are able to communicate their own personal food needs • understand that people may follow a particular diet based on their religious, moral, cultural background or for health reason <p>Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality) • are able to talk about their views and express their opinions on factors that affect food choice • understand that consumers may have different views on the food they eat and how it is produced and farmer <p>Children learn about the importance of getting enough sleep</p> <p>Pupils</p> <ul style="list-style-type: none"> • explain the importance of sleep for health and wellbeing • know what can help people relax and sleep well • recognise the impact that too much screen time can have on a person's health and wellbeing
5		<p>Pupils learn that messages given on food adverts can be misleading</p> <p>Pupils</p> <ul style="list-style-type: none"> • know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers • are able to compare the health benefits of a food or drink product in comparison with an advertising campaign • identify advertising as one influence on people's choices about food and drink

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		<p>Pupils learn about role models Pupils</p> <ul style="list-style-type: none"> • are able to analyse how the media portray celebrities • recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people • can explain why we need to be cautious about things we see, hear or read about in the media <p>Pupils learn about how the media can manipulate images and that these images may not reflect reality Pupils</p> <ul style="list-style-type: none"> • understand that images can be changed or manipulated by the media and how this can differ from reality • can describe how the media portrayal might affect people's feelings about themselves • accept and respect that people have bodies that are different
<p>Drug, alcohol and tobacco education</p>	1	<p>Pupils learn about what can go into bodies and how it can make people feel Pupils</p> <ul style="list-style-type: none"> • are able recognise that different things that go into bodies can make people feel good or not so good • can identify whether a substance might be harmful to take in • know how to ask for help if they are unsure whether something should go into the body <p>Pupils learn about what can go on to bodies and how it can make people feel Pupils</p> <ul style="list-style-type: none"> • know that substances can be absorbed through the skin • are able to recognise that different things that people put on to bodies can make them feel good or not so good • can state some basic safety rules for things that go on to the body
	2	<p>Pupils learn why medicines are taken Pupils</p> <ul style="list-style-type: none"> • understand the purpose of medicines is to help people stay healthy, get well or feel better if they are ill • know that medicines come in different forms • recognise each medicine has a specific use <p>Pupils learn where medicines come from Pupils</p> <ul style="list-style-type: none"> • know that medicines can be prescribed by a doctor or bought from a shop or pharmacy • know when medicines might be used and who decides which medicine is used • understand that there are alternatives to taking medicines, and when these might be helpful <p>Pupils learn about keeping themselves safe around medicines Pupils</p> <ul style="list-style-type: none"> • understand that medicines comes with instructions to ensure they are used safely • know some safety rules for using and storing medicines • recognise that medicines can be harmful if not taken correctly

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		<p>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p>Pupils</p> <ul style="list-style-type: none"> • know what asthma is and how it can affect people • can recognise the symptoms of an asthma attack • understand how people with asthma can look after themselves - treating asthma as a condition and treating an asthma attack
	3	<p>Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to define what is meant by the word 'drug' • can identify when a drug might be harmful • recognise that tobacco is a drug <p>Pupils learn about the effect and risks of smoking tobacco and secondhand smoke</p> <p>Pupils</p> <ul style="list-style-type: none"> • know the effects and risks of smoking and of second-hand smoke on the body • can express what they think are the most important benefits of remaining smoke free • recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke <p>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p>Pupils</p> <ul style="list-style-type: none"> • know what asthma is and how it can affect people • can recognise the symptoms of an asthma attack • understand how people with asthma can look after themselves - treating asthma as a condition and treating an asthma attack
	4	<p>Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p>Pupils</p> <ul style="list-style-type: none"> • are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used • can identify why a person may choose to use or not use a drug • are able to state some alternatives to using drugs <p>Pupils learn about the effects and risks of drinking alcohol</p> <p>Pupils</p> <ul style="list-style-type: none"> • know how alcohol can affect the body • explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed • know that there are laws and guidelines related to the consumption of alcohol <p>Pupils learn about different patterns of behaviour that are related to drug use</p>

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		<p>Pupils</p> <ul style="list-style-type: none"> • can explain what is meant by the terms 'habit' and 'addiction' • can identify different behaviours that are related to drug use • know where they can go for help if they are concerned about someone's use of drugs <p>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p> <p>Pupils</p> <ul style="list-style-type: none"> • know what asthma is and how it can affect people • can recognise the symptoms of an asthma attack • understand how people with asthma can look after themselves - treating asthma as a condition and treating an asthma attack
5		<p>Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p>Pupils</p> <ul style="list-style-type: none"> • know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis • understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law • understand that there are risks associated with all smoking drugs <p>Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products • can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol • recognise that there are many influences on us at any time <p>Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe some strategies that people can use if they feel under pressure in relation to drug use • can demonstrate some ways to respond to pressure concerning drug use • recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it
6		<p>Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>Pupils</p> <ul style="list-style-type: none"> • know about some of the possible effects and risks of different drugs • know that some drugs are restricted or that it is illegal to own, use and supply them to others • understand why and when people might use drugs <p>Pupils learn about assessing the level of risk in different situations involving drug use</p> <p>Pupils</p>

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		<ul style="list-style-type: none"> • can explain why risk depends on the drug itself, the person using the drug and the situation – when and where the person is, and who they are with • can identify risks within a given scenario involving drug use • understand what would need to change to reduce the level of risk <p>Pupils learn about ways to manage risk in situations involving drug use</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify situations where drug use may occur • know some ways of reducing risk in situations involving drug use • know where to get help, advice and support regarding drug use
<p>Identity, society and equality</p>	1	<p>Pupils learn about what makes themselves and others special</p> <p>Pupils</p> <ul style="list-style-type: none"> • can recognise some of the things that make them special • can describe ways they are similar and different to others • understand that everyone has something about them that makes them special <p>Pupils learn about roles and responsibilities at home and school</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify the different roles of people at home and school • can solve simple dilemmas about taking responsibility • can explain why it is important to take responsibility at school and at home (including looking after the local environment) <p>Pupils learn about being co-operative with others</p> <p>Pupils</p> <ul style="list-style-type: none"> • can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom • can challenge unhelpful behaviour in a positive way • understand how their behaviour can affect others
	2	<p>Pupils learn about valuing the similarities and differences between themselves and others</p> <p>Pupils</p> <ul style="list-style-type: none"> • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together <p>Pupils learn about what is meant by community</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain what being part of a community means • can recognise some of the different groups or communities they belong to and their role within them • value and appreciate the diverse communities that exist and how they connect
	3	<p>Pupils learn about valuing the similarities and differences between themselves and others</p>

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		<p>Pupils</p> <ul style="list-style-type: none"> • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together <p>Pupils learn about what is meant by community</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain what being part of a community means • can recognise some of the different groups or communities they belong to and their role within them • value and appreciate the diverse communities that exist and how they connect <p>Pupils learn about belonging to groups</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify positive and negative aspects of being a member of a group • can acknowledge that there may be times when they don't agree with others in the group • can stand up for their own point of view against opposition
	4	<p>Pupils learn about Britain as a democratic society</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that Britain is a democratic society and what this means • know that there are different political parties who differ in their views • understand that people have opportunities to influence decisions by voting in elections <p>Pupils learn about how laws are made</p> <p>Pupils</p> <ul style="list-style-type: none"> • know how laws are made and the importance of following them • understand the contribution and influence that individuals and organisations can have on social and environmental change • recognise that laws help to keep people safe <p>Pupils learn about the local council</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that the local council organises services under the guidance of the central government • recognise there are limited resources for the needs of the community • know that people may have different views about how council money should be spent
	5	<p>Pupils learn about stereotyping, including gender stereotyping</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain what is meant by the word 'stereotype' • identify stereotypes as presented in the media and wider world • feel able to challenge gender stereotypes <p>• In-school workshops looking at stereotypes and thinking critically about information received from the media, online, family and friends.</p>

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		<p>Pupils learn about prejudice and discrimination and how this can make people feel Pupils</p> <ul style="list-style-type: none"> • identify some discriminatory language (homophobic, sexist, disablist, racist etc) • know what to do if they experience discriminatory language at school • understand how discriminatory language can make people feel and that this is unacceptable
	6	<p>Pupils learn about people who have moved to Islington from other places (including the experience of refugees) Pupils</p> <ul style="list-style-type: none"> • understand what migration means • identify the reasons why people move from one place to another • are able to empathise with the experiences and challenges moving and settling in new place might bring <p>Pupils learn about human rights and the UN Convention on the Rights of the Child Pupils</p> <ul style="list-style-type: none"> • are aware how the rights are relevant to their lives and that rights come with responsibilities • understand that individual human rights can sometimes conflict with the circumstances in a country • identify some of the organisations that represent and support the rights of the child and the difference they make <p>Pupils learn about homelessness Pupils</p> <ul style="list-style-type: none"> • can explain what make a place where someone lives a ‘home’ • to be able to appreciate the difficulties of being homeless or living in temporary accommodation • know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation
<p>Careers, financial capability and economic wellbeing</p>	1	<p>Pupils learn about where money comes from and making choices when spending money Pupils</p> <ul style="list-style-type: none"> • understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) • recognise that people make choices about what to buy • understand that they may not always be able to have all the things they want <p>Pupils learn about saving money and how to keep it safe Pupils</p> <ul style="list-style-type: none"> • understand why people might want to save their money • can say how it feels to save for something you really want • recognise where money is stored to keep it safe and some places are safer than others <p>Pupils learn about the different jobs people do Pupils</p> <ul style="list-style-type: none"> • know that there are a range of jobs that people can do • recognise that both men and women are able to do a range of jobs • understand that having a job means people can earn money

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	3	<p>Pupils learn about what influences people's choices about spending and saving money Pupils</p> <ul style="list-style-type: none"> • understand how manufacturers and shops persuade us to spend money • are able to recognise when people are trying to pressurise them to spend their money and how this feels • can make decisions about whether something is 'value for money' <p>Pupils learn how people can keep track of their money</p> <p>Pupils</p> <ul style="list-style-type: none"> • can keep simple records to keep track of their money • can ask simple questions about needs and wants - decide how to spend and save their money • know the best places people can go for help about money <p>Pupils learn about the world of work</p> <p>Pupils</p> <ul style="list-style-type: none"> • know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work • know about a number of different jobs people do • can identify the skills and attributes needed for different jobs
	4	<p>Pupils learn that money can be borrowed but there are risks associated with this</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) • can explain the difference between manageable and unmanageable debt and how this can make people feel • can identify where people can access reliable information and support <p>Pupils learn about enterprise</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify skills that make someone enterprising • know what is needed to plan and set up an enterprise • can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise <p>Pupils learn what influences people's decisions about careers</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that money is one factor in choosing a job and that some jobs pay more than others • can debate the extent to which a person's salary is more or less important to job satisfaction • understand how people choose what job to do
<p>Relationship and Sex Education</p>	2	<p><u>Pupils learn that :</u></p> <ul style="list-style-type: none"> • that they are unique and made in the image of God • that the difference between boys and girls is part of God's creative and loving work. • to understand and respect the differences and similarities between people • the biological differences between males and female animals and their role in the life cycle about growing from young to old

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		<ul style="list-style-type: none"> • that they are growing and changing • that everybody needs to be cared for • ways that they can care for others • about the different types of family • the ways in which their home life is special
	5	<p><u>Pupils learn that :</u></p> <ul style="list-style-type: none"> • that they are unique and made in the image of God • that physical and emotional growth is common to all of us and a normal part of becoming an adult to accept and respect themselves • that the difference between boys and girls is part of God's creative and loving work • vocabulary to describe puberty (menstruation and wet dreams) • know the physical changes associated with puberty • to celebrate the difference between boys and girls • what the Church teaches in relation to personal responsibility and the dignity of the person • to take responsibility for their personal hygiene • how to manage socially awkward situations • how the Church recognises the importance of our emotions and how they can shape our actions • to identify a wide range of feelings in themselves and others • to take responsibility and manage their feelings appropriately • an awareness of the responsibility we have towards each other • that our spiritual relationship with God links together and transforms all aspects of our person • the basics of authentic friendship with others and God • when they do and do not feel comfortable with themselves • to identify when confidentiality is and is not appropriate
	6	<p><u>Pupils learn that :</u></p> <ul style="list-style-type: none"> • how the Church recognises the importance of our emotions and how they can shape our actions • to recap on the learning in Year 5 • to have self-confidence and skills • to translate these into personal behaviour in a range of situations such as making new friends • to consider different attitudes and values around gender stereotyping and consider their origin and impact • the basics of authentic friendship with others and God • what values are important to them in relationships • to appreciate the importance of friendship in loving relationships • about human reproduction in the context of loving relationships - appreciate that life is a precious gift of God • how a baby is made and grows • about roles and responsibilities of carers and parents

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