



PSHE/RSE Progression of Skills



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	1. Health and Well-Being Overall physical and mental health, emotions and feelings, changes in various areas of life, names of body parts, how to look after yourself, ways to keep safe and who else we can ask for help with all areas of health, knowing yourself, online safety, putting things in and on your body 2. Relationships Different people in my life, who is important to me, who is in my family, friendships and how to manage arguments, hurtful behaviour online and in person, bullying, private body parts and trusting people, how to respond to unsafe or uncomfortable behaviour, healthy and unhealthy secrets, respecting ourselves and other people. 3. Living in the wider world Rules, responsibilities and the environment, different groups and communities, using the internet, money and economic well-being, jobs,			1. Health and Well-Being Learning more in depth about mental health, emotions and feelings, understanding why it is important to look after your physical and mental health, changes in the body during puberty, the reproductive system, being aware of yourself and how you feel, strategies to manage emotions, changes, difficult situations, online safety, first aid and who can help in various situation, substances. 2. Relationships Recognise different relationships, feeling different emotions towards other people in different ways, marriage, family life and family relationships, healthy friendships, risks of online friendships, recognise and manage peer influence, strategies for resolving disputes, unsafe friendships, bullying online and offline, strategies to respond to hurtful behaviour online and offline, discrimination, privacy and personal boundaries, dangers of online chats, consent, how to report concerns, healthy and unhealthy secrets, respecting ourselves and others and understanding the consequences, to listen with respect knowing people are different. 3. Living in the wider world Rules, laws and human rights and responsibilities, caring for others in the community and the wider world, different groups and communities that we belong to, diversity, stereotypes, prejudice, using the internet and social media, money and economic well-being, understanding how to save and spend money in a healthy way, careers, strengths and weaknesses and stereotypes in jobs.			
Religious Understanding	Module 1 We are created individually by God as part of His creation plan. We are all God's children	Module 1 God wants us to talk to Him often through the day. God has created us to	Module 1 To develop a relationship with God as a friend. How to know, love and serve God.	Module 1 To know we are created individually by God to be loved. Each of us are important	Module 1 To understand we are created individually by God to be loved and to love others. Each of us has a	Module 1 To know God cares for us and wants us to put our faith in Him. To know that physically	Module 1 To understand that God cares for us and wants us to put our faith in Him. To understand the physical changes

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	and are special. Our bodies were created by God and are good. We can give thanks to God. Module 2 We are part of God's family Jesus cared for others and wanted them to live good lives like him Module 3 To know God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others	know, love and serve Him. We are created as a unity of body, mind and spirit. We can give thanks to God in different ways. Module 2 We are part of God's family; saying sorry is important and can mend friendships; Jesus had expectations of those he cared for and how they should act; how we should love other people in the same way God loves us. Module 3 To explore God's love in the form of the Father, Son and Holy Spirit.	Our mind, body and spirit matter as do our actions. Module 3 To explore God's love in the Father, the Son and the Holy Spirit. To understand how we are loved and how we love others. To understand that God calls us to live in community with one another.	Every human life is precious. To know that in Baptism God makes us His adopted children and 'receivers' of His love. To know that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). To know the importance of a nightly examination of conscience. Module 2 To learn God's role in love, forgiveness and reconciliation with ourselves and others, to use Jesus' teachings on forgiveness and reconciliation, to explain that relationships take time and	vocation. Life from birth to death is precious. Personal and communal prayer and worship are necessary ways of growing in our relationship with God. Module 3 To learn how God is Love as shown by the Trinity To explain how the human family reflects the Holy Trinity	becoming an adult is a natural phase of life. To know that lots of changes will happen during puberty which is part of God's plan. Module 2 To know that God calls us to love others. To know ways in which we can participate in God's call to us. Module 3 To know that God the Father, God the Son and God the Holy Spirit make up the Trinity. To know that the Holy Spirit is in us to bring love and goodness to others	are part of God's plan. Module 3 To understand and explain God as the Trinity. To explain how the Holy Spirit works through us to bring love and goodness to others. To know the principles of Catholic Social Teaching.
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		To know about God's community.		effort, to explain that God's image is reflected in our relationships. Module 3 To understand God's love in the Trinity. To see how the Trinity relates to our families.			
Me, My Body, My Health	To express that we are each unique	Know that our bodies are good and how to look after them. To learn about a healthy lifestyle including physical activity, dental health and healthy eating. To learn about the importance of sleep, rest and recreation. To learn about personal hygiene.	To explain that we are all unique. To explain how our bodies are good and how to look after them. To name the parts of our body including genitalia. To explain the similarities and differences between boys and girls. To explain what a healthy lifestyle includes, including	To understand that people have similarities and differences and that everyone can make different choices depending on circumstance. To realise that self-confidence can develop through understanding God's love.	To explain how people have similarities and difference and how choices can be different. Understand how to respect and look after your body. Understand what the term 'puberty' means. Use the correct names for genitalia. Understand the changes in puberty.	Explain how growth and maturity affect similarities. Explain that self-confidence is not based on status. Explain how human beings are different to other animals. Explain the growth and changes of puberty. Explain how to respect and look after your body. Understand boundaries. Understand making choices	Explain how growth and maturity affect similarities and show how we can work together to create community. Explain that self-confidence is not based on status and show how being loved by God affects self-confidence. Explain the growth and changes of puberty and the development of humans. Explain how to respect and look after your body

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			physical activity, dental health and healthy eating. To understand the importance of sleep, rest and recreation. To understand how to maintain personal hygiene.			that impact health, including the overuse of electronic entertainment.	and how to treat it appropriately. Explain boundaries and the need for modesty. Explain how to make choices that impact health, including the overuse of electronic entertainment.
Emotional Well-being	Express that: We all have different likes and dislikes but we need similar things. That it is natural to relate to each other. We all have good and bad feelings. We have choices. We can say sorry and forgive. To learn simple strategies for managing	Understand that: We have different likes and dislikes. Language we can use to describe our feelings. Simple strategies for managing feelings and good behaviour.	Explain that: it is natural for us to relate to and trust one another. That we have different likes and dislikes but we have similar needs. There is certain language that we can use to describe our feelings. Feelings and actions are different things. Choices have consequences but that we	Learn that: Emotions change as we grow up; 'feelings' are not good guides for action; what emotional well-being means; positive actions help emotional well-being; and talking to trusted people helps emotional well-being.	Explain that: Emotions change as we grow up (including hormonal effects); their understanding of the range and intensity of their feelings; 'feelings' are not good guides for action; what emotional well-being means; positive actions help emotional well-being Talking to trusted people	Understand that: Being thankful can build resilience. There are different ranges of feelings and that we should not act on feelings. Some behaviour is wrong, risky or unhealthy. Emotions change as you grow up and hormones affects this. Emotional well-being is affected by what we choose to participate in.	Understand and explain that: Being thankful can build resilience. A deeper understanding of the different ranges of feelings and that we should not act on feelings alone. Emotions change as you grow up and hormones affects this. Emotional well-being is affected by what we choose to participate in. There are important adults

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	feelings and emotions.		can be forgiven if we don't make the right choice.		help emotional well-being. To recognise that images in the media do not always reflect reality and can affect how people feel about themselves, to know that some behaviour is wrong and unhealthy. How to be thankful to avoid peer pressures and social media pressures.	There are important adults that we should talk to, to help our mental health. Some videos are harmful and some are harmless.	that we should talk to, to help our mental health. Videos and images being harmless or harmful, the impact they can have and the ways to combat and deal with viewing them.
Life Cycles	Learn that: there are natural life stages from birth to death (typically baby, child, adult).	Understand that: there are natural life stages from birth to death (typically baby, child, teenager, adult, elderly).	Describe that: there are natural life stages from birth to death (typically baby, toddler, child, teenager, adult, elderly).	NA	Explain: That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception;	Understand that: A baby grows and develops in its mother's womb. Menstruation is a cycle. There are ways to manage the onset of menstruation for girls. To learn:	Explain: How a baby grows and develops in its mother's womb. About the nature and role of menstruation in the fertility cycle. There are ways to manage the onset of menstruation for girls. To understand:

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					How conception and life in the womb fits into the cycle of life.	The basic scientific facts about intercourse between a man and a woman. The physical, emotional, moral and spiritual implications of intercourse with the viewpoint that it should be saved for marriage.	The basic scientific facts about intercourse between a man and a woman. The physical, emotional, moral and spiritual implications of intercourse with the viewpoint that it should be saved for marriage.
Personal Relationships	Describe that: Parents, carers and friends are special people. We have immediate family and family that don't normally live with us (cousins etc). It is important to trust 'special people' and when to tell them something is troubling you. There is appropriate	Describe: That there are special people to everyone, including in the community. That family is important. The importance of being close to and trusting certain people, and sharing troubles. Behaviour has positive and negative affects. What to do when being	Explain: That there is appropriate and inappropriate behaviour. The characteristics of positive and negative relationships. There are different types of bullying and teasing and that it is all wrong and unacceptable. The importance of saying sorry	Describe: Ways to maintain and develop good, positive, trusting relationships. Know that there are strategies to use when relationships go wrong. There are different types of relationships (acquaintances, friends, family). What constitutes a good friendship. The difference between a group	Explain: What bullying is, including cyber-bullying, that it is wrong and how to respond to bullying. Harassment and exploitation in a relationship and how to respond.	Understand: That pressure can come in different forms and what they are. That there are strategies to use to resist pressure. What consent and bodily autonomy means. Different scenarios in which it is right to say 'no'. How thoughts and feelings impact actions	Explain: The strategies to use to resist pressure. What consent and bodily autonomy means. Show which strategies can be used to positively impact actions and feelings and know how to apply this in their relationships.

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	and inappropriate behaviour. There are good and bad relationships. Teasing isn't okay. Being unkind isn't nice, and how to say sorry as well has how to respond to unkind behaviour.	unkind or when someone else is unkind.	and of forgiveness.	of friends and a 'clique'. Their awareness of bullying (including cyber bullying), that it is wrong and how to respond to bullying. Harassment and exploitation in a relationship and how to respond.		and that there are strategies that will positively impact their actions.	
Keeping Safe	Talk about: Safe and unsafe situations indoors and outdoors, as well as online. Who they can ask for help from. Bodily privacy Medicines that we can take that trusted adults or doctors give us, and that we only take them when we need them.	Understand: Some safe and unsafe situations, including online. The difference between 'good' and 'bad' secrets. How to resist feeling pressure when feeling unsafe. Their bodily privacy. Medicines are drugs given to us by a doctor, but	Explain: Medicines are drugs, but there are some bad drugs. Alcohol and tobacco are harmful substances. How to keep safe online. Some basic principles of First Aid.	Understand: What to do if inappropriate materials or messages are offered. How to use technology safely. That bad language and behaviour is inappropriate. How to look after our health with what we watch or hear. To judge what kind of physical contact is	Explain: How to use technology safely. How to respond and what to do if there is something inappropriate online or in person.	Understand: An increase in independence brings more responsibility to keep themselves and others safe. The importance of using technology safely. What we watch, hear, say or do can be good or bad for us and for others. What to do if something inappropriate is experienced.	Explain: How independence brings on responsibility and how to keep safe. How to use technology safely. What to do if something inappropriate is experienced. What cyberbullying means, what it feels like for the victim and how to get help if it is experienced. Physical contact that is

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	Jobs that are there to help us (such as paramedics) That First-Aid can help us if it is not an emergency.	there are some bad drugs. To call 999 in an emergency. If it is not an emergency then basic first aid can be used, as well as some basic principles of First Aid.		acceptable or unacceptable and how to respond. That it is important to remain calm in an emergency. How to help with First Aid knowledge.		What cyberbullying means, what it feels like for the victim and how to get help if it is experienced. Physical contact that is appropriate and that is inappropriate. How a range of substances can affect the body and how to make good choices. When the recovery position can be used. About the 'Danger, Response, Airway, Breathing and Circulation' (DR ABC) as a primary survey to help in an emergency.	appropriate and that is inappropriate. How to make good choices and substances. How they may come under pressure when it comes to drugs, alcohol and tobacco. Practice when the recovery practice can be used. How the 'Danger, Response, Airway, Breathing and Circulation' (DR ABC) can help find out how to treat life-threatening conditions in order of importance.
Living in the wider world	Express: That they belong to various communities.	Understand: That they belong to various communities,	Explain: That they belong to various communities,	Understand: Our duty to love and care for others and ways that we can.	Explain: Why we should love and care for others and	Understand: The principles of Catholic Social Teaching	Explain and show: How to apply the principles of Catholic Social

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	That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in. About what harms and what improves the world in which they live. What rules are, why they are needed and why different rules are needed for different situations.	including the global community. Why they should help at home with practical tasks. Why we have a duty of care (eg. Charity work) What harms and what improves the world in simple terms. How people and other living things have different needs, and the responsibilities of caring for them. The role of the internet in every day life. What money is, forms that money comes in, that money comes from different sources.	including the global community. Why they should help at home with practical tasks. Why we have a duty of care (eg. Charity work) What harms and what improves the world in simple terms. Things they can do to help look after their environment. About the roles and responsibilities people have in their communities. Not all information online is true. People make different choices about how to save and spend. That money needs to be	The reasons for rules and laws and consequences for not following them. That there is a need to value the different contributions that people and groups make to the community. How to assess the reliability of sources of information online, and how to make safe, reliable choices from search results. To recognise positive things about themselves and their achievements and how to set goals. That there is a variety of jobs that people can have and you can have more	ways that we can. That there are human rights and that they are there to protect everyone. What diversity is, what it means, the benefits of living in a diverse community and how to value diversity within communities. About some of the different ways information and data is shared and used online, including for commercial purposes. Stereotypes in the workplace, and that they should not limit aspirations. What might influence people's decisions about a job or career.	in current issues. How to help and work in communities. About the relationship between rights and responsibilities. That stereotypes can negatively influence behaviours and attitudes towards others, as well as strategies for challenging stereotypes. About how information on the internet is ranked, selected and targeted at specific individuals and groups, and that connected devices can share information. About different ways to pay for things and the	Teaching in current issues. How to help and work in communities. Ways of carrying out shared responsibility for protecting the environment in school and at home, and that everyday choices can affect the environment. About prejudice, how to recognise behaviours/actions which discriminate against others and how to respond to it if witnessed or experienced. About how text and images in the media and on social media can be manipulated or invented and strategies to evaluate the reliability of sources.
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		About the difference between needs and wants and that people can't always have what they want. Jobs help people to earn money and pay for things, and the different jobs people can do.	looked after and how to do this. The strengths and interests that someone might need to do different jobs.	than one in your life.		choices people have about this. To recognise that people have different attitudes towards saving and spending money, what influences people's decisions. That people's spending decisions can affect others and the environment. To recognise that priorities, needs and wants affect decisions. Some jobs are paid more than others and money is one factor that might influence decisions, but some people choose voluntary unpaid work. About some skills that might	Different ways to keep track of money. Risks associated with money and ways of keeping it safe. The dangers of gambling. How money can impact people's feelings and emotions. Identify the kind of job they might like to do when they are older. Recognise a variety of routes into careers.
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						help in future careers.	
Named influential people/ambassadors	Sophie Cruz	Ellie Simmonds	Malala Yousafzai	Jaylen Arnold	Nyle DiMarco	Simone Biles	Katie Piper Zuriel Oduwole
	Action for Children, YoungMinds, Mind, BCCS, NHS - Every Child Matters, Childline, CALM (Campaign against living miserably), BEST (beateatingdisorders.co.uk), Anxiety UK, NoPanic (panic attacks and anxiety), Refuge.						
Vocabulary	Appropriate behaviour, balanced diet, community, compassions, consequences, creation, dignity, emergency, emergency services, exercise, forgiveness, germs, gifts, God the Father, God the Holy Spirit, Jesus, gratitude, inappropriate behaviour, life cycles, medicine, being online, P.A.N.T.S (P-Privates are private, A-Always remember your	Baptism, block, delete, passive smoking, prayer, sacrament, tablet, trinity, virtues	Genitalia, penis, testicles, vagina, vulva, urethra	Abuse, emotions, physical, faith, drugs, alcohol, tobacco, reconciliation, confession, resilience, sin, vocation.	Conception, embryo, foetus, genitalia, hormones, puberty, testicle, umbilical cord.	Abuse including: emotional, Mental, physical, sexual, neglect. Banter, consent, cyberbully, hormones, menstruation, ovum (egg). Periods, personal hygiene, pressure, wet dreams.	Banter, conception, cyberbullying, ejaculation, erection, fallopian tubes, ovum (egg), menstruation, periods, placenta, pornography, peer pressure, sperm, testicles, uterus or womb, nocturnal emissions.

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	body belongs to you, N-No means no, T-Talk about secrets that upset you, S-Speak up, someone can help), hygiene, private parts, respect, responsibilities, role models, skills, special people, unique						
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