



Doing all the good we can

P.S.H.E Progression Overview

	Autumn A Why is Richmond Special?	Spring A What's it made of and why?	Summer A How do people tell their stories?	Autumn B How do I care for my body and mind?	Spring B What makes a good home?	Summer B Why is our environment precious?
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EYFS	Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking	
	<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
ELG Self-regulation - Show an understanding of their feelings & begin to regulate their behaviour accordingly - Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate - Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions Managing Self - Be confident to try new activities & show independence, resilience & perseverance in the face of challenge - Explain the reasons for rules, know right from wrong & try to behave accordingly - Manage own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices Building Relationships - Work & play cooperatively & take turns with others - Form positive attachments to adults & friendships with peers - Show sensitivity to their own & other's needs				
	Focus	Health & well-being	Relationships	Living in the wider world
	Nursery	<ul style="list-style-type: none"> Enjoys a sense of belonging through being involved in daily tasks Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands Make healthy choices about food, drink, activity & tooth brushing 	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting Develop appropriate ways of being assertive Talk with others to solve conflicts 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 Shows interest in the lives of people who are familiar to them 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 	<ul style="list-style-type: none"> Develop a sense of responsibility & membership of a community Increasingly follow rules, understanding why they are important 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
	Reception	<ul style="list-style-type: none"> Know & talk about the different factors that support their overall health & well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian Can describe their competencies, what they can do well & are getting better at describing themselves in positive but realistic terms Is proactive in seeking adult support and able to articulate their wants and needs 	<ul style="list-style-type: none"> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking 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 Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Knows that other children do not always enjoy the same 	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: lining up & queuing, mealtimes, personal hygiene Recognise that they belong to different communities & social groups & communicates freely about own home & community Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people



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P.S.H.E Progression Overview

FS2	Why are we special? I Belong Super Me! Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? My Marvellous Mind How I feel Changing Me	How can we look after each other, our community and our environment? Look What I Can Do!	Why are we special? I Belong Super Me! Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? My Marvellous Mind How I feel Changing Me	How can we look after each other, our community and our environment? Look What I Can Do!
Year 1/2	Autumn A Why is Richmond Special?	Spring A What's it made of and why?	Summer A How do people tell their stories?	Autumn B How do I care for my body and mind?	Spring B What makes a good home?	Summer B Why is our environment precious?
	Autumn 1 What is the same and different about us? H21- I can recognise what makes me special. H22 – I can recognise the ways in which we are all unique. H23- I can identify what I am good at, what I like and dislike. H25 – I can name the main parts of the body including external genitalia. (e.g. vulva, vagina, penis, testicles.) R13 – I can safely and responsibly form, maintain and manage positive relationships, including online. R23 – I am aware of the services available to support healthy relationships and manage unhealthy relationships and how to access them. L6 – I can recognise the ways in which I am the same as, and different to, other people.	Spring 1 What helps us to stay healthy? H1 – I know what keeping healthy means; different ways to keep healthy. H5 – I know about simple hygiene routines that can stop germs from spreading. H6 – I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H7 – I know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that can support dental health. H10 – I can name the people who help us to stay healthy	Summer 1 Who helps us to stay safe? H33 – I know about the people whose job it is to help us keep safe. H35 – I know what to do if there is an accident and someone is hurt. H36 – I know how to get help in an emergency. (how to dial 999 and what to say) R15 – I know how to respond safely to adults I don't know. R20 – I know what to do if I feel unsafe or worried for myself or others: who to ask for help and vocabulary to use when asking for help: importance of keeping trying until I am heard. L5- I know about the different roles and responsibilities people have in their communities. Summer 2 How can we look after each other and the world?	Autumn 1 What makes a good friend? R6- I know about how people make friends and what makes a good friendship. R7 – I can recognise when someone feels lonely and what to do. R8 – I have simple strategies to resolve arguments between friends positively. R9 –I can ask for help if a friendship is making me feel unhappy. R25- I can talk about and share my opinions on things that matter to me. Autumn 2 What is bullying? R10- I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.	Spring 1 What jobs do people do? L15 – I know that jobs help people to earn money to pay for things. L16 – I can talk about different jobs that people I know or people who work in the community do. L17 – I can identify some of the strengths and interests someone might need to do different jobs. L7- I understand that the internet and digital devices can be used safely to find things out and to communicate with others. L8 – I can talk about the role of the internet in everyday life Spring 2 What helps us to stay safe? H28- I know about rules and age restrictions that keep us safe. H29 – I can recognise risk in simple everyday situations and decide what action minimises harm.	Summer 1 What helps us grow and stay healthy? H1 – I know what keeping healthy means; different ways to keep healthy. H2 – I know about foods that support good health and the risks of eating too much sugar. H3 – I know how physical activity helps us stay healthy; and ways to be physically active everyday. H4 – I know why sleep is important and different ways to rest and relax. H8 – I know how to keep safe in the sun and protect skin from sun damage. H9 – I know about different ways to learn and play recognising the importance of knowing when to take a break from online or TV. Summer 2 How do we recognise feelings? H11- I know about different feelings that humans can experience. H12 – I can recognise and name different feelings.



Doing all the good we can

P.S.H.E Progression Overview

<p>L14 – I know that everyone has different strengths.</p> <p>Autumn 2 Who is special to us?</p> <p>L4 – I know which different groups I belong to. R1 – I can talk about the roles different people (acquaintances, friends and relatives) play in our lives. R2 – I can identify the people who love and care for me and what they do to help me feel cared for. R3 – I can talk about different types of families including those who may be different to my own. R4 – I can identify common features of family life. R5 – I know that it is important to tell someone (such as a teacher) if something about my family makes me feel unhappy or worried.</p>	<p>Spring 2 What can we do with money?</p> <p>L10 – I know what money is; forms that money comes in; that money comes from different sources. L11 – I know that people make different choices about how to save and spend money. L12 – I know about the difference between needs and wants; that sometimes people may not be able to have the things they want. L13 – I understand that money needs to be looked after; that there are different ways of doing this.</p>	<p>H26 – I understand about growing and changing from young to old and how people’s needs change. H27 – I can talk about preparing to move to a different/new class/year group. R21- I can talk about what is kind and unkind behaviour, and how this can affect others. R22 – I understand how to treat myself and others with respect; how to be polite and courteous. R24 – I can listen to others and play/work cooperatively. R25 – I can talk about and share my opinions on things that matter to me. L2- I understand how people and other living things have different needs; about the responsibilities of caring for them. L3 – I can talk about the things I can do to look after the environment.</p>	<p>R11 – I can talk about how people may feel if they experience hurtful behaviour or bullying. R12- I know that hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. R16 – I know how to respond if physical contact makes me feel uncomfortable. R17 – I know that there are situations when I need to ask for permission and other times when my permission must be sought. R21 – I know what is kind and unkind behaviour, and how this can affect others. R22 – I know how to treat myself and others with respect; how to be polite and courteous. R24 – I can listen to other people and play and work cooperatively. R25 – I can talk about and share my opinions on things that matter to me.</p>	<p>H30 – I know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31 – I know household products (including medicines) can be harmful if not used correctly. H32 – I can talk about ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. H34 – I understand and can use the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. R14 – I know that sometimes people may behave differently online, including by pretending to be someone they are not. R16 – I know how to respond if physical contact makes them feel uncomfortable or unsafe. R18 – I understand about the importance of not keeping adult’s secrets (only happy surprises that others will find out about eventually). R19 – I know basic techniques for resisting pressure to do something they don’t want to do and which may make them feel unsafe. R20 – I know what to do if I feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	<p>H13 – I know how feelings can affect people’s bodies and how they might behave. H14 – I can recognise what others might be feeling. H15 – I know that not everyone feels the same at the same moment, or feels the same about the same things. H16 – I can talk about ways of sharing feelings; a range of words to describe feelings. H17 – I can talk about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep.) H18 – I have learnt different things I can do to manage big feelings, to help calm me down or change my mood. H19 – I know when I need help with feelings; I know it is important to ask for help with feelings: I know how to ask for help. H20 – I know about change and loss (including death); to identify feelings associated with this: to recognise what helps people to feel better. H27 – I can talk about preparing to move to a new class/year group.</p>
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P.S.H.E Progression Overview

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Year 3/4	Autumn A Why is Richmond special?	Spring A What is beneath us and why does it matter?	Summer A How do we get our message across?	Autumn B How do I care for my body and mind?	Spring B Why is history worth knowing?	Summer B How can I have my say?
	<p>Autumn 1 How can we be a good friend?</p> <p>R10 – I understand the importance of friendships; strategies for building positive friendships; how positive friendships support well being.</p> <p>R11 – I understand what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as face to face friendships.</p>	<p>Spring 1 What are families like?</p> <p>R5 – I understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together but may also live apart.</p> <p>R6 – I know that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R7- I recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, step parents,</p>	<p>Summer 1 Why should we eat well and look after our teeth?</p> <p>H1- I can make informed decisions about my health.</p> <p>H2 – I can describe the elements of a balanced, healthy lifestyle.</p> <p>H3 – I know about the choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4 – I can recognise that habits can have both a positive and negative effects on a healthy lifestyle.</p> <p>H5 – I know what good physical health means; how to recognise early signs of physical illness.</p> <p>H6 – I know about what constitutes a healthy diet; how to plan healthy meals; benefits to</p>	<p>Autumn 1 What strengths, skills and interests do we have?</p> <p>H27 – I recognise my individuality and personal skills.</p> <p>H28 – I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29 – I can manage setbacks/perceived failures, including how to reframe unhelpful thinking.</p> <p>L25 – I can recognise positive things about myself and my achievements; set goals to help achieve personal outcomes.</p> <p>Autumn 2</p>	<p>Spring 1 How can we manage our feelings?</p> <p>H17- I know that feelings can change overtime and range in intensity.</p> <p>H18 – I understand everyday things affect feelings and I understand why it is important to express my feelings.</p> <p>H19 – I have a varied vocabulary to use when talking about feelings; I can express my feelings in a variety of ways.</p> <p>H20 – I have strategies to respond to feelings, including intense or conflicting feelings; I can manage and respond to feelings appropriately and proportionately in different situations.</p>	<p>Summer 1 How can our choices make a difference to others and the environment?</p> <p>L4 – I understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>L5 – I can talk about ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19 – I understand that people’s spending decisions can affect others and the environment (e.g. fair trade, buying single use plastics, or giving to charity)</p> <p>R34 – I can discuss and debate topical issues, respect other people’s point of view and</p>



Doing all the good we can

P.S.H.E Progression Overview

<p>R13 – I understand the importance of seeking support if feelings lonely or excluded. R14 – I understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; enable strategies for how to include them. R17 – I understand that friendships have ups and downs; I can develop strategies to resolve disputes and reconcile differences positively and safely. R18 – I can recognise when a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>Autumn 2 What keeps us safe?</p> <p>H9 – I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. H10 – I understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H26 – I am beginning to understand that for some people, gender identity does not</p>	<p>blended families, foster parents); that families of all types can give family members love, security and stability. R8 – I can recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R9 – I can recognise if family relationships are making me feel unhappy or unsafe and how to seek help or advice.</p> <p>Spring 2 What makes a community? Y4 – How will we grow and change. (introduction of puberty 2wks)</p> <p>R32- I can respect the differences and similarities between people and recognise what we have in common with others? (e.g. physically, personality, background) R33 – I can listen and respond respectfully to a wide range of people including those whose traditions, beliefs and</p>	<p>health and well being of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H11- I can maintain good oral hygiene (including correct brushing and flossing); why regular H14 – I know how and when to seek support. including which adults to speak to in and out of school, if I am worried about my health.</p> <p>Summer 2 Why should we keep active and sleep well?</p> <p>H1- I can make informed decisions about health. H2 – I know about the elements of a balanced, healthy lifestyle. H3 – I know about the choices that support a healthy lifestyle, and recognise what might influence these. H4 – I can recognise that habits can have both e positive and negative effect on a healthy lifestyle. H7 – I know that regular (daily/weekly) exercise benefits mental and physical healthy= (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p>	<p>How do we treat each other with respect?</p> <p>R19 –I understand about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20 – I have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R21 – I understand what discrimination is, what it means and how to challenge it. R22 – I understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R25 – I recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R27 – I understand about keeping something confidential or secret, when this should (e.g. a birthday surprise that other people will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. R29 – I know where to get advice and report concerns if I am worried about my own or someone else’s personal safety (including online). R30 – I know that personal behaviour can affect other people; I can recognise and model respectful behaviour online.</p>	<p>H23 – I understand about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>Spring 2 Y3 – How do things change? Y4 – How will we grow and change. (introduction of puberty 2 wks)</p> <p>Y3 H35- I can talk about the new opportunities and responsibilities increasing independence might bring. H36 – I understand strategies to manage transitions between classes and key stages.</p> <p>Y4 H31 – I know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual well-being, erections and wet dreams.) H32 – I know the importance of changing hygiene routines during puberty, the importance of keeping clean and how to maintain personal hygiene. H34 – I know where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>constructively challenge those they disagree with.</p> <p>Summer 2 How can we manage risk in different places?</p> <p>H12 – I understand the benefits of sun exposure and the risks of over exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. H37 –I understand there are reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well being with reference to social media, television programmes, films, games and online gaming. H38 – I can predict, assess and manage risk in different situations. H41 – I know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road)n and firework safety; safe use of digital devices when out and about. H42 – I understand the importance of keeping personal information private ; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. H47 – I can recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use or give to others. R12 –I can recognise what it means ‘to know someone on line’ and how this differs from knowing someone face to face; risks of</p>
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P.S.H.E Progression Overview

<p>correspond with their biological sex.</p> <p>H39 – I know about hazards (including fire risks) that may cause harm, injury or risk in the home and what I can do to reduce risks and keep safe.</p> <p>H30 – I can identify the external genitalia and internal reproductive organs in males and females and know how the process of puberty relates to human reproduction.</p> <p>H40 – I understand the importance of taking medicines correctly and using household products safely. (e.g. following instructions carefully)</p> <p>H42 – I understand about the importance of keeping personal information private; strategies for keeping safe on line, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>H43 – I understand what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>H44 – I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>	<p>lifestyle are different to their own.</p> <p>L6 – I can talk about the different groups that make up my community; what living in a community means.</p> <p>L7 – I can value the different contributions that people and groups make to the community.</p> <p>L8 – I know about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	<p>H8- I know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>H13 – I understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>H14 – I understand how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health.</p>	<p>R31 – I can recognise the importance of self respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated politely and with respect by others (including when on line and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>H45 – I understand that FGM is against British Law, what to do and whom to tell if they think they or someone else maybe at risk.</p> <p>L2 – I recognise that there are human rights and responsibilities.</p> <p>L3 – I understand about the relationship between rights and responsibilities.</p> <p>L10 – I understand about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if I witness or experience it.</p>		<p>communicating online with others not known face to face.</p> <p>R15 – I am developing strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>R23 -I know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>R24 – I know how to respond safely and appropriately to adults they may encounter(in all contexts including on line) whom I do not know.</p> <p>R28 –I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this.</p> <p>R29 – where to get advice and report concerns if worried about my own or someone else’s personal safety (including online).</p> <p>L1 –I recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>L5 – I understand there are ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L15 – 1i can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>
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Doing all the good we can

P.S.H.E Progression Overview

	<p>R25 – I can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>R26 – I understand about seeking and giving permission (consent) in different situations.</p> <p>R28 – I can recognise pressure from others to do something unsafe or that makes me feel uncomfortable and have strategies for managing this.</p> <p>R29 – I know where to get advice and report concerns if I am worried about my own or someone else’s personal safety. (including online)</p>					
Year 5	Autumn A Why is Richmond special?	Spring A Where does it come from and where does it go?	Summer A How do words make us feel?	Autumn B How do I care for my body and mind?	Spring B What legacy will I leave behind?	Summer B What makes a colourful world?
	<p>Autumn 1 What makes up a person’s identity?</p> <p>H25 – I understand about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26 – I understand that for some people gender identity does not correspond with their biological sex.</p>	<p>Spring 1 How can we help in an accident or emergency?</p> <p>H43– I know what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>H44- I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know</p>	<p>Summer 1 How can drugs common to everyday life affect health?</p> <p>H1 – I can make informed decisions about health.</p> <p>H3 – I understand there are choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4 – I can recognise that habits can have both a positive and</p>	<p>Autumn 1 What makes up a person’s identity?</p> <p>H25 – I understand about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26 – I understand that for some people gender identity does not correspond with their biological sex.</p> <p>H27 – I can recognise my individuality and personal qualities.</p>	<p>Spring 1 How can we help in an accident or emergency?</p> <p>H43– I know what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>H44- I know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>	<p>Summer 1 How can drugs common to everyday life affect health?</p> <p>H1 – I can make informed decisions about health.</p> <p>H3 – I understand there are choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4 – I can recognise that habits can have both a positive and negative effect on a healthy lifestyle.</p>



Doing all the good we can

P.S.H.E Progression Overview

<p>H27 – I can recognise my individuality and personal qualities.</p> <p>R32 – I know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>L9 – I understand about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>Autumn 2 What decisions can people make with money?</p> <p>R34 – I can discuss and debate topical issues, respect other people’s point of view and constructively challenge those I disagree with.</p> <p>L17 – I can think about the different ways to pay for things and the choices people have about this.</p> <p>L18 – I can recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’.</p> <p>L20 – I can recognise that people make spending decisions based on priorities, needs and wants.</p>	<p>how to contact them and what to say.</p> <p>Spring 2 How can friends communicate safely?</p> <p>R1 – I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R18 – I can recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>R24 – I can respond safely and appropriately to adults I may encounter (in all contexts including online)</p> <p>R26 – I know about seeking and giving permission (consent) in different situations.</p> <p>R29 – I know where to get advice and report concerns should I am worried about my own or someone else’s personal safety (including online).</p> <p>L11 – I can recognise ways in which the internet and social media can be used both positively and negatively.</p>	<p>negative effect on a healthy lifestyle.</p> <p>H46 – I understand about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47 – I can recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>H48 – I understand why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H50 – I am aware of the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p> <p>Summer 2 What jobs would we like?</p> <p>L26 – I understand that there is a broad range of different jobs/careers that people have; that people often have more than one career/type of job during their life.</p> <p>L27 – I understand about stereotypes in the workplace and that a person’s career aspirations should not be limited by them.</p> <p>L28 – I understand what might influence people’s decisions about a job or a career (e.g.</p>	<p>R32 – I know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>L9 – I understand about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>Autumn 2</p> <p>R34 – I can discuss and debate topical issues, respect other people’s point of view and constructively challenge those I disagree with.</p> <p>L17 – I can think about the different ways to pay for things and the choices people have about this.</p> <p>L18 – I can recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’.</p> <p>L20 – I can recognise that people make spending decisions based on priorities, needs and wants.</p> <p>L21 – I know there are different ways to keep track of money.</p> <p>L22 – I know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>L24 – I can identify the ways that money can impact on people’s feelings and emotions.</p>	<p>Spring 2 How can friends communicate safely?</p> <p>R1 – I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R18 – I can recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>R24 – I can respond safely and appropriately to adults I may encounter (in all contexts including online)</p> <p>R26 – I know about seeking and giving permission (consent) in different situations.</p> <p>R29 – I know where to get advice and report concerns if I am worried about my own or someone else’s personal safety (including online).</p> <p>L11 – I can recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L15 – I can recognise things appropriate to share and things that should not be shared on social media; rules surrounding the distribution of images.</p>	<p>H46 – I understand about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>H47 – I can recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>H48 – I understand why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H50 – I am aware of the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p> <p>Summer 2 What jobs would we like?</p> <p>L26 – I understand that there is a broad range of different jobs/careers that people have; that people often have more than one career/type of job during their life.</p> <p>L27 – I understand about stereotypes in the workplace and that a person’s career aspirations should not be limited by them.</p> <p>L28 – I understand what might influence people’s decisions about a job or a career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29 – I understand that some jobs are paid more than others and money is one factor which may influence a person’s job or career</p>
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Doing all the good we can

P.S.H.E Progression Overview

	<p>L21 – I know there are different ways to keep track of money. L22 – I know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. L24 – I can identify the ways that money can impact on people’s feelings and emotions.</p>	<p>L15 – I can recognise things appropriate to share and things that should not be shared on social media; rules surrounding the distribution of images.</p>	<p>personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29 – I understand that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is not paid. L30 – I can identify some of the skills that will help me in my future career e.g. teamwork, communication and negotiation. L31 – I can identify the kind of job I would like to do when I am older. L32 – I can recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>			<p>choice; that people may choose to do voluntary work which is not paid. L30 – I can identify some of the skills that will help me in my future career e.g. teamwork, communication and negotiation. L31 – I can identify the kind of job I would like to do when I am older. L32 – I can recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
Year 6	Autumn A Why is Richmond special?	Spring A Where does it come from and where does it go?	Summer A How do words make us feel?	Autumn B How do I care for my body and mind?	Spring B What legacy will I leave behind?	Summer B What makes a colourful world?
	Autumn 1 & 2 How can we keep healthy as we grow? H1 –I can make informed decisions about health. H2 – I understand about the elements of a balanced, healthy lifestyle.	Spring 1 & 2 How can the media influence people? H49 – I understand there can be mixed messages in the media about drugs, including alcohol and smoking/vaping.	Summer 1 &2 What will change as we become more independent? How do friendships change as we grow? H24 – I have developed problem solving strategies for dealing with emotions, challenges and	Autumn 1 & 2 How can we keep healthy as we grow? H1 –I can make informed decisions about health. H2 – I understand about the elements of a balanced, healthy lifestyle.	Spring 1 & 2 How can the media influence people? H49 – I understand there can be mixed messages in the media about drugs, including alcohol and smoking/vaping.	Summer 1 &2 What will change as we become more independent? How do friendships change as we grow? H24 – I have developed problem solving strategies for dealing with emotions,



Doing all the good we can

P.S.H.E Progression Overview

<p>H3 – I know about the choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4 – I can recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H5 – I understand what good physical health means; how to recognise early signs of physical illness.</p> <p>H6 – I understands what constitutes a healthy diet; how to plan healthy meals; benefits to health and well being of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7 – I understand how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>H8 – I understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of a lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>H11 – I know how to maintain a good oral hygiene (including correct brushing and flossing); why regular trips to the dentist are essential; the impact of lifestyle choices on dental care</p>	<p>R34- I can discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.</p> <p>L11 – I can recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12 – I know how to assess the reliability of sources of information on line; and how to make safe, reliable choices from the search results.</p> <p>L13 – I understand some of the ways information and data is shared and used online, including for commercial purposes.</p> <p>L14 – I know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>L15 – I can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>L16 – I understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of</p>	<p>change, including the transition to new schools.</p> <p>H30 – I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>H33 – I understand the processes of reproductions and birth as part of human life cycles; how babies are conceived and born (and that there are ways to prevent babies from being made); how babies need to be cared for. (a basic understanding of contraception can be taught at Y6 in primary school e.g. common forms of contraception like condoms and the pill) School to decide if this is cohort appropriate.</p> <p>H34 – I know where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H35 – I understand about the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36 – I can employ strategies to manage transitions between classes and key stages.</p> <p>R2 – I understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same or different sex to them; that gender identity and sexual orientation are different.</p>	<p>H3 – I know about the choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4 – I can recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H5 – I understand what good physical health means; how to recognise early signs of physical illness.</p> <p>H6 – I understands what constitutes a healthy diet; how to plan healthy meals; benefits to health and well being of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7 – I understand how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>H8 – I understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of a lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>H11 – I know how to maintain a good oral hygiene (including correct brushing and flossing); why regular trips to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effect of smoking)</p> <p>H12 – I understand about the benefits of sun exposure and risks of over exposure; how to keep safe from</p>	<p>R34- I can discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.</p> <p>L11 – I can recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>L12 – I know how to assess the reliability of sources of information on line; and how to make safe, reliable choices from the search results.</p> <p>L13 – I understand some of the ways information and data is shared and used online, including for commercial purposes.</p> <p>L14 – I know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>L15 – I can recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>L16 – I understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identity misinformation.</p> <p>L23 – I understand the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on</p>	<p>challenges and change, including the transition to new schools.</p> <p>H30 – I can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>H33 – I understand the processes of reproductions and birth as part of human life cycles; how babies are conceived and born (and that there are ways to prevent babies from being made); how babies need to be cared for. (a basic understanding of contraception can be taught at Y6 in primary school e.g. common forms of contraception like condoms and the pill) School to decide if this is cohort appropriate.</p> <p>H34 – I know where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H35 – I understand about the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36 – I can employ strategies to manage transitions between classes and key stages.</p> <p>R2 – I understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same or different sex to them; that gender identity and sexual orientation are different.</p> <p>R3 – I understand marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be life long.</p> <p>R4 – I know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>R5 – I know that people who love and care for each other can be in a committed</p>
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Doing all the good we can

P.S.H.E Progression Overview

<p>(e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effect of smoking) H12 – I understand about the benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. H13 – I know about the benefits of the internet; the importance of balancing online time with other activities; strategies for managing time online. H14 – I know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. H15 – I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16 – I am aware about strategies and behaviours that support mental health- including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and well being. H21 – I can recognise warning signs about mental health and well being and how to seek support for themselves and others. H22 – I can recognise that anyone can experience mental ill</p>	<p>sources and identity misinformation. L23 – I understand the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p>	<p>R3 – I understand marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be life long. R4 – I know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. R5 – I know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together but also may love apart. R6 – I understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another. R16 – I understand how friendships can change overtime, about making new friends and the benefits of having different types of friends.</p>	<p>sun damage and sun/heat stroke and reduce the risk of skin cancer. H13 – I know about the benefits of the internet; the importance of balancing online time with other activities; strategies for managing time online. H14 – I know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. H15 – I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. H16 – I am aware about strategies and behaviours that support mental health- including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and well being. H21 – I can recognise warning signs about mental health and well being and how to seek support for themselves and others. H22 – I can recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H40 – I understand about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully) H46 – I am aware of the risks and effects of legal drugs common to</p>	<p>health, wellbeing and future aspirations.</p>	<p>relationship (e.g. marriage), living together but also may love apart. R6 – I understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another. R16 – I understand how friendships can change overtime, about making new friends and the benefits of having different types of friends.</p>
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Doing all the good we can

P.S.H.E Progression Overview

	<p>health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>H40 – I understand about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)</p> <p>H46 – I am aware of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-circarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>R10 – I understand about the importance of friendships, strategies for building positive friendships; how positives friendships support well being.</p>			<p>everyday life (e.g. cigarettes, e-circarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>R10 – I understand about the importance of friendships, strategies for building positive friendships; how positives friendships support well being.</p>		
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