

		Key Stage 2	
		LEARNING PROGRESSION 	
Health and Wellbeing	Physical Health and Mental wellbeing	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. 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>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty</p>
	Growing and Changing	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>
	Keeping Safe	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely,</p> <p>H46. 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; recog-</p>

# KS2 - PSHRE

Cycle A Health and Wellbeing			
	Physical Health and Wellbeing	Growing and Changing	Keeping Safe
Curriculum Progression Code	H1 H2 H3 H4 H6 H7	H27 H28 H29 (Year 3) H30 H31 H32 H34 (Year 4 only)	H38 H39 H41
Skills Vocabulary	make links, ask questions, discuss, question, identify, investigate compare and contrast, explore, consider, reflect		
Vocabulary introduced/ embedded	decision, healthy choices internal needs external needs lifestyles balance wellbeing, mental health physical health habits obesity nutrition	qualities achievement failure setbacks Unique Assertive <u>Year 4</u> Transition hygiene puberty menstruation	fire safety risk assess manage hazard
I know that/ how to...	that the choices I make in daily life could affect my health how to identify healthy and unhealthy choices that people can be helped to make healthy choices and what might negatively influence them that habits can start and they can be maintained, changed or stopped that habits can have a positive or negative affect that regular exercise has positive benefits for my mental and physical health	that everyone is an individual and has unique and valuable contributions to make that strengths and interests from part of a persons identify how to identify my own personal strengths and interests how to recognise challenges to my self worth how to manage setbacks that we experience physical and mental changes as we grow older that hygiene routines during puberty are important how to get information and advice about growing older	how to identify hazards in the home and at school how to manage risk in everyday situations how to be fire safe at home how to keep safe in the local environment (including road, rail, water and firework safety)

# KS2 - PSHRE

Cycle B Health and Wellbeing			
	Physical Health and Wellbeing	Growing and Changing	Keeping Safe
Curriculum Progression Code	H17 JH18 H19	H27 H28 H29 H30 H31 H32 H34 (Year 4 only)	H10 H40 H46
	Engage with Talk about Explore Ask questions Recognise Listen and respond Find out about Identify Hear and respond Listen to Find out about		
Vocabulary introduced/ embedded	<ul style="list-style-type: none"> <li>feelings</li> <li>express</li> <li>intensity</li> <li>affect</li> </ul>	<ul style="list-style-type: none"> <li>qualities</li> <li>achievement</li> <li>failure</li> <li>setbacks</li> <li>unique</li> <li>assertive</li> <li><u>Year 4</u></li> <li>transition</li> <li>hygiene</li> <li>puberty</li> <li>menstruation</li> </ul>	<ul style="list-style-type: none"> <li>medicine</li> <li>disease</li> <li>vaccination</li> <li>immunisation</li> <li>responsible</li> </ul>
I know that/ how to...	<ul style="list-style-type: none"> <li>that feelings can change overtime</li> <li>how my feelings can be affected by everyday things</li> <li>how to express my feelings in different ways</li> </ul>	<ul style="list-style-type: none"> <li>that everyone is an individual and has unique and valuable contributions to make</li> <li>that strengths and interests from part of a persons identify</li> <li>how to identify my own personal strengths and interests</li> <li>how to recognise challenges to my self worth</li> <li>how to manage setbacks</li> <li>that we experience physical and mental changes as we grow older</li> <li>that hygiene routines during puberty are important</li> <li>how to get information and advice about growing older</li> </ul>	<ul style="list-style-type: none"> <li>that it is important to take medicines correctly</li> <li>that some diseases can be prevented by vaccinations and immunisations</li> <li>how to use household products safely</li> <li>that common drugs can affect health and wellbeing (alcohol, cigarettes and medicines)</li> <li>That different drugs have different effects and that all drugs may have side effects</li> <li>That there are risks associated with drugs common to everyday life</li> <li>That for some people using drugs can become a habit which is difficult to break</li> </ul>

# PSHRE - Curriculum Progression

## Key Stage 2



Living in the Wider World	Belonging to a Community	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>	<p>L4. 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>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>
	Media Literacy and Digital	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>L13 about some of the different ways information and data I shared and used online, including for commercial purposes</p> <p>L14 about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>
	Money and Work	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L19. 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>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p>

# KS2 - PSHRE

Cycle A Living in the Wider World			
	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
Curriculum Progression Code	L1 L2 L3 L4	L11 L12	L25 L26 L27 L30
	Engage with Talk about Explore Ask questions Recognise Listen and respond Find out about Identify Hear and respond Listen to Find out about		
Vocabulary introduced/ embedded	<p>rules</p> <p>law</p> <p>consequence</p> <p>human rights</p> <p>rights and responsibilities</p> <p>compassion</p> <p>concern</p>	<p>internet</p> <p>social media</p> <p>reliability</p> <p>source</p> <p>information</p>	<p>achievement</p> <p>goal</p> <p>personal</p> <p>positive</p>
I know that/ how to...	<p>how to show compassion towards others in need</p> <p>that there are reasons for rules and laws in wider society</p> <p>that it is important to abide by the law and what may happen if rules and laws are broken</p> <p>that there are human rights and how they protect people</p> <p>that I have rights and responsibilities</p>	<p>how to use the internet positively , for leisure and for work</p> <p>that images and information can be adapted or altered and the reasons for this</p> <p>how to recognise whether something I see online is true or accurate</p> <p>how to evaluate whether a game is suitable to play online</p>	<p>how to recognise my positive qualities</p> <p>how to set goals for myself and how to achieve these</p> <p>that there are a range jobs /careers that people have</p> <p>that people often change job throughout their life</p>

# KS2 - PSHRE

Cycle B Living in the Wider World			
	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
Curriculum Progression Code	L6 L7	L13 L14	L17 L19 L20 L21
	Engage with, Talk about, Explore Ask questions ,Recognise, Listen and respond, Find out about ,Identify ,Hear and respond, Listen to ,Find out about		
Vocabulary introduced/ embedded	community groups value contribution compassion concern	data commercial targeted connected devices encourage	choice spending decisions budget economic wellbeing payment positive negative
I know that/ how to...	<p>that I belong to different communities as well as the school community</p> <p>that there are different groups of people that make up and contribute to a community</p> <p>that individuals and groups help the local community (including through volunteering and work)</p>	<p>that information and data is shared and used in different ways online</p> <p>that everything shared online has a digital footprint</p> <p>that organisations can use personal information to encourage people to buy things</p> <p>how to recognise online adverts</p> <p>how to compare content shared for factual purposes and for advertising</p> <p>that search results are ordered based on the popularity of the website and that this can affect the information people access</p> <p><b>(Links to Education for a Connected World)</b></p>	<p>how people make different spending decisions based on their budget , values and needs</p> <p>how to keep track of money and why it is important</p> <p>that there are different ways to pay for things (cash, card,e-payment)</p> <p>how spending can have a positive or negative effect on others (charities, single use plastics etc)</p>

# PSHRE - Curriculum Progression

## Key Stage 2

### LEARNING PROGRESSION

		Key Stage 2	
		LEARNING PROGRESSION	
Relationships	Families and Friendships	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R24. how to listen to other people and play and work cooperatively</p>
	Safe Relationships	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R13. to recognise that some things are private and the importance of respecting privacy</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. 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</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they 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>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>
	Respecting Ourselves and Others	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. 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>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>

# KS2 - PSHRE

Cycle A Relationships			
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others
Curriculum Progression Code	R1 R6 R7 R8 R9	R19 R20 R24 R23	R30 R31
	Engage with, Talk about , Explore, Ask questions, Recognise, Listen and respond, Find out about , Identify , Hear and respond, Listen to, Find out about , Compare and contrast, Consider		
Vocabulary introduced/ embedded	relationship online care single parent step-parents , foster stability, security	bullying offline online privacy boundaries respectful strategies	respect self respect behaviour community wider society
I know that/ how to...	that there are different types of families that positive family life can provide support, stability and love how to recognise the characteristics of a healthy family life that there are different ways that people can care for each other how to identify if/when something is making me feel unsafe/unhappy	how to resisting pressure to do something they don't want to do and which may make them unsafe how to use the strategies they know if they feel unsafe or worried for themselves or others how to ask for help and the vocabulary to use how to learn and play cooperatively  <b>(Links to Education for a Connected World)</b>	that behaviour affects others how self respect can affect behaviour towards others how self respect affects thoughts and feelings that they can expect to be treated with respect that they are expected to respect others

# KS2 - PSHRE

Cycle B Relationships			
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others
Curriculum Progression Code	R10 R11 R12 R13 R18	R27 R28	R32 R33
	Engage with, Talk about ,Explore ,Ask questions, Recognise, Listen and respond ,Find out about ,Identify, Hear and respond ,Listen to, Find out about		
Vocabulary introduced/ embedded	<p>online</p> <p>trust</p> <p>acceptable</p> <p>bullying</p> <p>polite</p> <p>courteous</p>	<p>pressure</p> <p>peer pressure</p> <p>safe</p> <p>unsafe</p> <p>secrets</p>	<p>culture</p> <p>traditions</p> <p>beliefs</p> <p>lifestyle</p> <p>respectful</p> <p>background</p>
I know that/ how to...	<p>that hurtful things can be said online</p> <p>how people feel when they experience hurtful behaviour</p> <p>that online bullying behaviour is not acceptable</p> <p>how to tell a trusted adult</p>	<p>that there are safe secrets and unsafe secrets</p> <p>how to manage pressure from others</p> <p><b>(Links to Education for a Connected World)</b></p>	<p>how to respect differences between people</p> <p>how to listen and respond respectfully to a wide range of people</p> <p>how to respond to people with different views to their own</p>