



# PSHRE Key Stage 2 Progression

Believing & Achieving Together to be the Best We Can Be



CORE THEME PROGRESSION SKILL	CORE THEME SECTION	YEAR 3	YEAR 4	YEAR 5	YEAR 6
HEALTH AND WELLBEING	Healthy lifestyles (physical wellbeing) AUTUMN 2	<p>H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer .</p> <p>Using the correct names for body parts including penis, vulva, vagina, testicles, scrotum and nipples. Pupils should understand that all these parts of the body are private and be able to express their own boundaries around these body parts.</p>	<p>Benefits of good oral hygiene including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and regular checkups.</p> <p>Concepts of basic first aid for example dealing with common injuries and ailments including head injury.</p> <p>Using the correct names for body parts including penis, vulva, vagina, testicles, scrotum and nipples. Pupils should understand that all these parts of the body are private and be able to express their own boundaries around these body parts.</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>H9. 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.</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>H12 benefits of sun exposure and risks of overexposure. How to keep safe from the sun.</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Using the correct names for body parts including penis, vulva, vagina, testicles, scrotum and nipples. Pupils should understand that all these parts of the body are private and be able to express their own boundaries around these body parts.</p>	<p>H8. about 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>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>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Using the correct names for body parts including penis, vulva, vagina, testicles, scrotum and nipples. Pupils should understand that all these parts of the body are private and be able to express their own boundaries around these body parts.</p>



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	<p>Mental health AUTUMN 2</p>	<p>We eat elephants: use modelled images about the cycle of feelings and behaviour; Chloe can't sleep, Chloe told a lie, Deepak I'll do it later H16. 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 H17. to recognise that feelings can change over time and range in intensity H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately .</p>	<p>We eat elephants: use modelled images about the cycle of feelings and behaviour; understanding your feelings, looking at things differently, Deepak doesn't understand H18. about everyday things that affect feelings and the importance of expressing feelings H20. how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and be resolved with help and support; H22. it is important to discuss feelings with a trusted adult; to recognise that anyone can experience mental ill health; that most difficulties can</p>	<p>H15.mental health, just like physical health, is part of daily life We eat elephants: use modelled images about the cycle of feelings and behaviour (Chloe keeps failing, Adam's grandpa is unwell, doing things that make you feel better) H16. 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, spending time with family and friends can support mental health/wellbeing. H17. Recognise that feeling can change over time and intensity. H18. about everyday things that affect feelings and the importance of expressing feelings H19. varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. recognise warning signs about mental health and wellbeing, how to seek support for themselves, others H22. recognise anyone can experience mental ill health; that most difficulties can be resolved with help and support; that it is important to discuss feelings with a trusted adult.</p>	<p>H15 importance of taking care of mental health H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. We eat elephants: use modelled images about the cycle of feelings and behaviour; (tension control training, how to fix almost anything, Beth isn't on social media)</p>
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				H23 change and loss, including death, how these affect feelings; ways of expressing, managing grief and bereavement. H24. problem-solving strategies for dealing with emotions, challenges and change.	
Zones of Regulation (General Wellbeing)	<p><b>(Resource: ZOR L12-13)</b></p> <p><b>Autumn: Identify emotional patterns</b></p> <p><u>Autumn 1 – Lesson 1</u></p> <ul style="list-style-type: none"> <li>Recap - Zones and triggers</li> </ul> <p><u>Autumn 2 – Lesson 2</u></p> <ul style="list-style-type: none"> <li>Patterns (when do I feel this?)</li> </ul> <p><b>Spring: Explore strategy toolbox</b></p> <p><u>Spring 1 – Lesson 3</u></p> <ul style="list-style-type: none"> <li>Recap - Body and triggers</li> </ul> <p><u>Spring 2 – Lesson 4</u></p> <ul style="list-style-type: none"> <li>Strategy toolbox</li> </ul> <p><b>Summer: Problem-solving scenarios</b></p> <p><u>Summer 1 – Lesson 5</u></p> <ul style="list-style-type: none"> <li>Recap strategies</li> </ul> <p><u>Summer 2 – Lesson 6</u></p> <ul style="list-style-type: none"> <li>Problem solving scenarios</li> </ul>	<p><b>(Resource: ZOR L5, 14,15)</b></p> <p><b>Autumn: Understand escalation</b></p> <p><u>Autumn 1 – Lesson 1</u></p> <ul style="list-style-type: none"> <li>Recap zones and patterns</li> </ul> <p><u>Autumn 2 – Lesson 2</u></p> <ul style="list-style-type: none"> <li>Escalation (how feelings grow)</li> </ul> <p><b>Spring: Select appropriate strategies</b></p> <p><u>Spring 1 – Lesson 3</u></p> <ul style="list-style-type: none"> <li>Recap escalation</li> </ul> <p><u>Spring 2 – Lesson 4</u></p> <ul style="list-style-type: none"> <li>Choosing the right strategy</li> </ul> <p><b>Summer: Understand impact on others</b></p> <p><u>Summer 1 – Lesson 5</u></p> <ul style="list-style-type: none"> <li>Recap strategy use</li> </ul> <p><u>Summer 2 – Lesson 6</u></p> <ul style="list-style-type: none"> <li>Impact on others (behaviour vs feeling)</li> </ul>	<p><b>(Resource: ZOR L16,17)</b></p> <p><b>Autumn: Develop independence</b></p> <p><u>Autumn 1 – Lesson 1</u></p> <ul style="list-style-type: none"> <li>Recap zones and self awareness</li> </ul> <p><u>Autumn 2 – Lesson 2</u></p> <ul style="list-style-type: none"> <li>Emotional regulation independence</li> </ul> <p><b>Spring: Manage social conflict</b></p> <p><u>Spring 1 – Lesson 3</u></p> <ul style="list-style-type: none"> <li>Recap strategy choice</li> </ul> <p><u>Spring 2 – Lesson 4</u></p> <ul style="list-style-type: none"> <li>Social conflict and emotional response</li> </ul> <p><b>Summer: Build resilience</b></p> <p><u>Summer 1 – Lesson 5</u></p> <ul style="list-style-type: none"> <li>Reflection</li> </ul> <p><u>Summer 2 – Lesson 6</u></p>	<p><b>(Resource: ZOR L18)</b></p> <p><b>Autumn: Identify personal triggers</b></p> <p><u>Autumn 1 – Lesson 1</u></p> <ul style="list-style-type: none"> <li>Recap personal zone awareness</li> </ul> <p><u>Autumn 2 – Lesson 2</u></p> <ul style="list-style-type: none"> <li>Digger dipper into identifying personal triggers</li> </ul> <p><b>Spring: Manage stress and pressure</b></p> <p><u>Spring 1 – Lesson 3</u></p> <ul style="list-style-type: none"> <li>Recap strategy toolkit</li> </ul> <p><u>Spring 2 – Lesson 4</u></p> <ul style="list-style-type: none"> <li>Managing pressure and stress</li> </ul> <p><b>Summer: Transition readiness</b></p> <p><u>Summer 1 – Lesson 5</u></p> <ul style="list-style-type: none"> <li>Recap self-regulation</li> </ul> <p><u>Summer 2 – Lesson 6</u></p>	



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		<b>End of Year Outcome: Reognising patterns and trying options</b>	<b>End of Year Outcome: Deeper thinking and social awareness</b>	<ul style="list-style-type: none"> <li>Resilience and coping strategies</li> </ul> <b>End of Year Outcome: Independence and real life application</b>	<ul style="list-style-type: none"> <li>Transition to secondary (real scenarios)</li> </ul> <b>End of Year Outcome: Confidence, reflective self-regulation, ready to move on.</b>
Ourselves, growing and changing  SUMMER	H27. recognise their individuality and personal qualities H28. identify personal strengths, skills, achievements and interests H29. how to manage setbacks / perceived failures, H35. new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages	H27. to recognise their individuality and personal qualities H28. to identify personal strengths, and how these contribute to a sense of self-worth H29. how to re-frame unhelpful thinking	H25. personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests, how these contribute to a sense of self-worth Fire safety and water safety. PSHE Start and end of year transition to Year 6 H36. strategies to manage transitions between classes and key stages	H26. for some people gender identity does not correspond with their biological sex H30. identify the external genitalia and internal reproductive organs in males and females, how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty	



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					H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages
Being Safe AUTUMN 2	H37 reasons for following and complying with regulations and restrictions (including age restrictions); H38. how to predict, assess and manage risk in different situations 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 H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) . How to ask for advice or help for themselves or others and to keep trying until they are heard.	H37 how age restrictions they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in firework safety; safe use of digital devices when out and about H44. 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 .	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; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	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; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	<b>Mini Police.</b> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H38. how to predict, assess and manage risk in different situations 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. H44. 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. H45. that female genital mutilation (FGM) is against British law, what to do, whom to tell if they think they or someone they know might be at risk H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. H42. importance of keeping personal information private; strategies for



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					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
	Drugs, alcohol and tobacco  AUTUMN 2				<b>Mini Police.</b> H46 the risks and affect of legal drugs common to every life (eg. Cigarettes, vaping, alcohol and medicine) and their impact on health.  H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
<b>RELATIONSHIPS</b>	Families and people who care for me  SPRING 1	R1. recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R8. recognise shared characteristics of healthy family life, including commitment, care, spending time together;  R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice  R10. the importance of friendships; strategies for building positive	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R8. to recognise other shared characteristics of healthy family life, including being there for each other in times of difficulty  R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.  R8. To recognise shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.  R9. How to recognise family relationships are making them feel unhappy or unsafe and how to seek help.	<b>Sex Education.</b> R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. forcing anyone to marry against their will is a crime; help and support is available to people who are worried about this for themselves or others



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		friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded;	R10. the importance of friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship including support with problems and difficulties; the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them		R5. 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 R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and help
Caring Friendships AUTUMN 1	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; R16. about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; <b>that not every child will have friends they like all the time and that most people will feel lonely sometimes and there is no shame in feeling lonely or talking about it.</b>	R15. strategies for recognising and managing peer influence; to recognise the effect of online actions on others R16. how friendships can change over time, R17. strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	R15. strategies for recognising and managing peer influence; to recognise the effect of online actions on others R16. how friendships can change over time, R17. strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R15. strategies for recognising and managing peer influence, a desire for peer approval in friendships; recognise the effect of online actions on others R16. how friendships can	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. 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 to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends



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				change over time, making new friends, the benefits of having different types of friends R17. friendships have ups and downs; strategies to resolve disputes, and reconcile differences positively and safely R18. recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
Managing hurtful behaviour and bullying  AUTUMN 1	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); R21. about discrimination: what it means and how to challenge it	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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 R22 about privacy and personal boundaries; what is appropriate n friendships and wider relationships (including online)	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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 about discrimination; what it means and how to challenge it.	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. 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 about discrimination; what it means and how to challenge it.
Respectful Kind Relationships  SPRING 1	NSPCC R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations	NSPCC R22. privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27. keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find	NSPCC R25 Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R27 Keeping something confidential or secret, when this should or not should be agreed to and when it is right to break a confidence or a secret.	NSPCC R25 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Mini Police. R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or	NSPCC R25 recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. Mini Police. R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or



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		<p>R27. 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> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>How to seek help when needed including hen they are concerned about violence, harm or when they are unsure who to trust.</p>	<p>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> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>How to seek help when needed including hen they are concerned about violence, harm or when they are unsure who to trust.</p>	<p>How to seek help when needed including hen they are concerned about violence, harm or when they are unsure who to trust.</p> <p>How to manage feelings of disappointment and frustration.</p>	<p>that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>How to seek help when needed including hen they are concerned about violence, harm or when they are unsure who to trust.</p>
<p>Respecting self and others</p> <p>SPRING 2</p>	<p>R30. that personal behaviour can affect other people;</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</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,</p>	<p>R30. to recognise and model respectful behaviour online</p> <p>R31. everyone 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>R33. to listen and respond respectfully, including to those whose traditions, beliefs, lifestyle are different to theirs</p> <p>R34. how to respect other people's point of view and constructively challenge those they disagree with</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>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>Mini police</p> <p>R30 that personal behaviour can affect other people; to recognise and model respectful behaviour online.</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> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	



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<b>LIVING IN THE WIDER WORLD</b>  <b>Money Heroes Financial Education</b>	Shared responsibilities	L1. to recognise reasons for rules and laws; L3. about the relationship between rights and responsibilities	L1. consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws 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	<b>Mini police</b> L2. recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L5. 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)
	Communities SPRING 2	L6. the different groups that make up their community. L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	L8. diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	<b>Civic Award – introduced citizenship in the community/ charity work.</b> L6 about the different groups that make up their community; what living in a community means. L7. to value the different contributions that people and groups make to the community
	Media literacy & digital resilience  Through Computing			L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14. how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices share information	L11 Police internet safety talk. L13. some different ways information, data is shared and used online, including for commercial purposes L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation



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<p>Economic wellbeing: How to manage money</p> <p>Summer</p>	<p><b>Ways to pay</b> I know that cash is only one way to pay for goods and services. I can describe ways of paying that don't involve cash e.g. debit cards, credit cards, online payments. I understand the reasons for using different forms of payment including the difference between debit and credit cards.</p>	<p><b>Keeping records</b> I know some different ways of keeping track of my money e.g. counting, keeping receipts. I can plan and track my saving and spending by keeping simple records. I understand why it is important to keep track of my saving and spending</p>	<p><b>Foreign currency</b> I know that different forms of money are used in other countries. I can carry out simple calculations based on exchange rates. I understand why it is important to understand other currencies, particularly when I am visiting another country</p>	<p><b>Simple financial records</b> I know I need to check and keep basic financial information e.g. receipts, bills, bank statements. I can use simple financial information to plan and manage a basic budget and keep track of my spending. I understand that planning my spending helps me to stay in control of my money.</p>
<p>Economic wellbeing: Becoming a critical consumer</p> <p>Summer</p>	<p><b>Decisions about saving and spending</b> I know that the decisions I make about saving and spending my money can be influenced by, and have an impact on, other people. I can take account of other people's ideas and opinions when making decisions about saving and spending my money. I am beginning to understand that different people have different attitudes to, and feelings about, saving and spending money.</p>	<p><b>Spending and saving priorities</b> I know how to prioritise between needs and wants. I can make spending decisions based on my priorities, needs and wants. I understand that it may not be possible to have everything I want straight away, if at all, and that I may need to save money for things I want to buy in future.</p>	<p><b>Influences on saving and spending</b> I know that advertising is used to persuade me to spend my money. I can recognise when my choices around money are being influenced by advertising. I understand why we should all be critical consumers, thinking carefully about how we use our money.</p>	<p><b>Value for money</b> I know that some things are better value for money than others. I can make comparisons between prices when deciding what is best value for money, including for services such as electricity, phones and the internet. I understand why making informed decisions will help me make the most of the money I have.</p>
<p>Economic wellbeing: Managing risks and emotions associated with money</p> <p>Summer</p>	<p><b>Using accounts to keep money safe and to save</b> I know I can keep my money in a standard and/or online bank account and what benefits this might have. I can explain why I might use an account e.g. bank, building society, credit union. I understand managing money can be complex and using an account is one way of making it easier e.g. receiving updates and statements.</p>	<p><b>Lending and borrowing</b> I know that if I don't have enough money I may have the choice to borrow, but that if I do I will have to pay it back. I can explain why I might want to borrow money and how this might make me feel. I am beginning to understand that I can pay for things without having enough money and that this has consequences e.g. I could get into debt</p>	<p><b>Protecting my money</b> <b>There are risks involved in gambling and money can be won and lost. This can impact wellbeing and future aspirations.</b> I know there are financial risks associated with spending money online e.g. scams and phishing. I can describe some ways to keep my money and personal information safe when using the internet e.g. protecting passwords and PINs. I understand some consequences of financial scams and how they might make me feel.</p>	<p><b>Saving and borrowing</b> I know what interest is and that it may be added to money I save and borrow. I can explain some of the benefits of saving, and some of the risks involved in borrowing money. I understand it is important to consider any risks and potential consequences before borrowing money, including the impact on my feelings and those of others.</p>



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	<b>Economic wellbeing:</b> Understanding the important role money plays in our lives  Summer	<b>Earning money</b> I know that there is a range of jobs – paid and unpaid. I can describe different jobs that I might do to earn money when I am older. I understand the reasons why some jobs pay more than others.	<b>Helping others</b> I know why it is important to help others e.g. by donating to charity. I can explain how my spending decisions can help support others, e.g. buying fair trade products, using charity shops. I understand why I might, or might not, want to give money to help others.	<b>Links between work and money</b> I know that money to be earned is one factor which may influence choosing a job. I can describe how having a job will allow me to achieve certain goals in my life including financial ones. I am beginning to understand that the choices I make about work and money will affect my life.	<b>Wider communities</b> I know that money is deducted from earnings to provide things we all need e.g. through taxes and National Insurance. I can describe some ways in which the government uses money to provide for my needs and those of my local community. I am beginning to understand why and how some of the money we earn supports the wider community
<b>Economic wellbeing:</b> Aspirations, work and career  Summer	L25. recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. 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 L28. about what might influence people’s decisions about a job or 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) L30. some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	L25. recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L27. stereotypes in the workplace and that a person’s career aspirations should not be limited by them L29. 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 unpaid L31. identify the kind of job that they might like to do when they are older L32. recognise a variety of routes into careers (e.g. college, apprenticeship, university)	L26. 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 L28. about what might influence people’s decisions about a job or 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) L29. 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 unpaid L31. identify the kind of job that they might like to do when they are older	L25. recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L27. stereotypes in the workplace and that a person’s career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32. recognise a variety of routes into careers (e.g. college, apprenticeship, university)	