



Ludgvan School Subject Progression Document 2024-2025

Subject: RSE and PSHE

Skills and Knowledge Progression

Year Group	Families and relationships / Health and wellbeing	Safety and the changing body / Citizenship	Economic well being
EYFS	<p><u>ELG: Building relationships.</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p><u>ELG: Self-regulation</u></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p><u>ELG: Managing self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
KS1 Readiness	<ul style="list-style-type: none"> • Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognising and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others 	<ul style="list-style-type: none"> • Managing their own hygiene and basic needs • Shows an understanding of their own feelings, and those of others • Beginning to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations 	<ul style="list-style-type: none"> • Shows care and concern for living things • Name and describe people who might help us in the local community (police, fire services, doctors and teachers)

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Year 1	<p><u>Family</u> Exploring how families are different to each other *Understand that families look after us *To know some words to describe how people are related *To know some information about me and my family * To explore how friendship problems can be overcome </p> <p><u>Friendships</u> Exploring friendly behaviour and how friendship problems can be overcome. *Understand some characteristics of positive friendships and how problems can be overcome. </p> <p><u>Respectful relationships</u> *To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls'</p>	<p><u>Health & prevention</u> How to wash hands properly and how to deal with an allergic reaction *Understand good hand hygiene, safety and that certain foods can cause allergic reactions in some people. </p> <p><u>Physical health & wellbeing</u> Exploring positive sleep habits *To know sleep helps my body to repair itself, to grow and restore energy. </p> <p><u>Mental wellbeing</u> Identifying different ways to, manage feelings *To know words to describe positive and negative emotions *To know that strengths are things we are good at. *To know that qualities describe what we are like.</p>	<p><u>Being safe (including online)</u> *To know that some types of physical contact are never appropriate </p> <p><u>Drugs, alcohol and tobacco</u> Learning what is and is not safe to put in or on our bodies *To know that some things are unsafe to put onto or into my body </p> <p><u>Basic first aid</u> Practicing making an emergency phone call *Understand that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. *Emergency services are the police, fire and ambulance service.</p>	<p>Recognising why rules are necessary and exploring the differences between people. *To know the school rules *To understand that all people are different</p>	<p>Exploring how money is used by people and the choices they make about money *To know notes are higher in value than coins and they have different values *To know that people use money to buy things, including things they need and want</p>

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Year 2	<p><u>Family</u> Understand ways to show respect for different families *To know that families can be made up of different people *To know that families may be different to my family</p> <p><u>Friendships</u> Understanding difficulties in friendships and discussing action that can be taken *To know some problems which might happen in friendships * To understand that sometimes these may be more serious and need addressing</p> <p><u>Respectful relationships</u> Exploring the conventions of manners in different situations. *To understand what good manners are *To understand some stereotypes related to jobs</p> <p><u>Change and loss</u> Exploring hoe loss and change can affect us *To know that there are ways we can remember people or events</p>	<p><u>Health and prevention</u> Exploring the effect food and drink can have on my teeth *To know that food and drinks with lots of sugar are bad for my teeth.</p> <p><u>Physical health and wellbeing</u> Exploring some of the benefits of a healthy balanced diet and suggesting how to improve an unbalanced meal *To understand the balance of foods we need to keep healthy <u>Mental wellbeing</u> Exploring strategies to manage different emotions. Developing empathy and developing a growth mindset *To know that we can feel more than one emotion at a time *To know that a growth mindset means being positive about challenges and finding ways to overcome them</p>	<p><u>Being safe(including online)</u> Discussing the concept of privacy and exploring ways to safe online *To know the PANTS rule *To tell an adult if I see something which makes me uncomfortable online *To understand the differences between secrets and surprises</p> <p><u>Drugs, alcohol and tobacco</u> Exploring what people can do to feel better when ill and learning to be safe around medicines. *To understand that we should only take medicines when a trusted adult says we can and that medicine can help us if we are ill.</p> <p><u>The changing adolescent body</u> *To know the name of parts of the body including private parts</p>	<p>Explaining why rules are in place. Learning how to discuss issues of concern to me *To know some of the different places where rules apply *To know that some rules are made to be followed by everyone and are known as 'laws' *To understand that everyone has similarities and differences.</p>	<p>Identifying whether something is a want or need. *To know some basic needs for survival, such as foods, water and shelter. * To know that saving money is when we keep some money and don't spend it straight away.</p>

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Year 3	<p><u>Family</u> Learning that problems can occur in families and that there is help available if needed. *To know that I can talk to trusted adults or services such as Childline if I experience family problems. Friendships Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs. *To know bullying can be physical or verbal and it is repeated, not a one off event. To know violence is never the right way to solve a friendship problem. <u>Respectful relationships</u> Identifying who I can trust and exploring the negative impact of stereotyping. *Knowing trust is being able to rely on someone. *To understand that there are similarities and differences between people.</p>	<p><u>Health and prevention</u> Understanding why it is important to look after my teeth *To understand ways to prevent tooth decay <u>Physical health and wellbeing</u> Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. *To know the different food groups and how much of each of them we should have to have a balanced diet. <u>Mental wellbeing</u> Being able to breakdown a problem into smaller parts to overcome it. *To understand the importance of belonging *To understand what a problem or barrier is and that these can be overcome.</p>	<p><u>Being safe (including online)</u> Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as responsible digital citizen. Identifying things people might do near roads which are unsafe. *To understand that cyberbullying is bullying which take place online. *To know the rules for being safe near roads. <u>Drugs, alcohol and tobacco</u> Exploring that people and things can influence me and that I need to make the right decisions for me. *To understand that other people can influence our choices <u>Basic first aid</u> Learning what to do in a medical emergency, including calling the emergency services *To know that it is important to maintain the safety of myself and others, before giving first aid</p>	<p>Exploring how children’s rights help them and other children. Considering the responsibilities that adults and children have to maintain children’s rights. *To understand the UN Convention on the Rights of the Child. *To know that the local council is responsible for looking after the local area. *To understand the role of charities in the community.</p>	<p>Contemplating budgeting benefits. Planning and calculating within a budget. Reflecting on future job based on goals. *To know that spending should be based on necessity, importance, and available budget. *To know that different jobs contribute to pour society in different ways.</p>

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Year 4	<p><u>Friendships</u> Exploring physical and emotional boundaries in friendships *To understand the different roles related to bullying including victim, bully and bystander. * To understand that everyone has the right to decide what happens to their body.</p> <p><u>Respectful relationships</u> *To understand the courtesy and manners which are expected in different scenarios. * To understand some stereotypes related to disability.</p> <p><u>Change and loss</u> Discussing how to help someone who has experienced a bereavement *To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>	<p><u>Health and prevention</u> Developing independence in looking after my teeth *To know key facts about dental health</p> <p><u>Mental wellbeing</u> Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others. Taking responsibility for my emotions and developing a growth mindset. *To know that it is normal to experience a range of emotions *To know that mental health refers to our emotional wellbeing, rather than physical. To know who can help if we are worried. *To understand that mistakes can help us to learn.</p>	<p><u>Being safe (including online)</u> Discussing how to seek help if needed. Exploring what to do if an adult makes you feel uncomfortable. Learning about the benefits and risks of sharing information online. *To understand that there are risks to sharing things online. *To know the difference between private and public.</p> <p><u>Drugs, alcohol and tobacco</u> Discussing the benefits of being a non-smoker. *To understand the risks associated with smoking tobacco.</p> <p><u>The changing adolescent body</u> Discussing some physical and emotional changes during puberty. To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Discussing how we can help to protect human rights. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community. *To know that human rights are specific rights that apply to all people. *To know that some of the people who protect our human rights such as police, judges and politicians. * To know that there are a number of groups which make up the local community.</p>	<p>Recognising value for money. Understanding differing opinions on spending. Exploring how to safeguard money *To know that getting value for money involves considering the cost, usefulness and quality of items. *To know that purchases can be influenced by needs, wants, peer pressure, and advertising.</p>

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Year 5	<p><u>Family</u> Identifying ways families might make children feel unhappy or unsafe. *To know that marriage is a legal commitment and is a choice people can make. *To know that if I have a problem, I can call Childline on 08001111</p> <p><u>Friendships</u> Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship *To understand what might lead to someone bullying others. *To know what action a bystander can take when they see bullying.</p> <p><u>Respectful relationships</u> Exploring and questioning the assumptions we make about people based on how they look.</p>	<p><u>Health and prevention</u> Developing independence for protecting myself in the sun. *To understand the risks of sun exposure.</p> <p><u>Physical health and wellbeing</u> Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep. *To know that calories are the unit that we use to measure the amount of energy certain food give us. *To know that what we do before bed can affect our sleep quality.</p> <p><u>Mental wellbeing</u> Taking responsibility for my own feelings.</p>	<p><u>Being safe (including online)</u> Developing an understanding of how to ensure relationships online are safe. *To know the steps to take before sending a message online (using the THINK mnemonic) *To know some of the possible risks online</p> <p><u>Drugs, alcohol and tobacco</u> Learning to make ‘for’ and ‘against’ arguments to help with decision making *To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p><u>The changing adolescent body</u> Identifying reliable sources of help with puberty. *To understand the process of the menstrual cycle. *To know the names of the external sexual parts of the body and the internal reproductive organs.</p>	<p>Developing an understanding of how parliament and Government work. *To know what happens when someone breaks the law. *To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. *To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government’s work.</p>	<p>Discussing money risks and management. Implementing money safeguarding strategies. *To know that they should be cautious about sharing financial information.</p>

	<p>*To know that stereotypes can be unfair, negative and destructive.</p> <p>*To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p>		<p>*To know that puberty happens at different ages for different people.</p> <p><u>Basic first aid</u> Learning about how to help someone who is bleeding *To know how to assess a casualty's condition</p>		
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Year 6	<p><u>Friendships</u> Identifying ways to resolve conflict through negotiation and compromise. *To know that a conflict is a disagreement or argument and can occur in friendships. *To understand the concepts of negotiation and compromise.</p> <p><u>Respectful relationships</u> Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. *To understand what respect is.</p>	<p><u>Health and prevention</u> Discussing ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. *To understand that vaccinations can give us protection against disease. *To know that changes in the body could be possible signs of illness.</p> <p>Physical health and wellbeing Setting achievable goals for a healthy lifestyle *To understand that a number of factors contribute to my physical health (diet,</p>	<p><u>Being safe (including online)</u> Exploring online relationships including dealing with problems. *To understand that online relationships should be treated in the same way as face-to-face relationships. *To know where to get help with online problems.</p> <p><u>Drugs, alcohol and tobacco</u> Discussing the reasons why adults may or may not drink alcohol. *To understand the risks associated with drinking alcohol. <u>The changing adolescent body</u> Discussing problems which might be encountered</p>	<p>Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination Identifying appropriate ways to share views and ideas with others. *To know that education is an important human right. *To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. *To know that prejudice is making assumptions about someone based on certain information.</p>	<p>Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths. *To know that a career route is the path you take to have a particular career and the qualifications and the experience you have to gain along the way.</p>

	<p>*To understand that everyone deserves respect, but respect can be lost. *To understand that stereotypes can lead to bullying and discrimination.</p> <p><u>Change and loss</u> Exploring the process of grief and understanding that it is different for different people. *To understand that loss and change can cause a range of emotions. *To know that grief is the process people go through when someone close to them dies.</p>	<p>exercise, rest/relaxation, dental health).</p> <p><u>Mental wellbeing</u> Developing strategies for being resilient in challenging situations *To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation) *To know the effects technology can have on mental health.</p>	<p>during puberty and using knowledge to help. *To understand how a baby is conceived and develops.</p> <p><u>Basic first aid</u> Placing an unresponsive patient into the recovery position. *To know how to conduct a primary survey (Using DRSABC)</p>	<p>*To know that discrimination is treating someone differently because of certain factors.</p>	
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Vocabulary Progression

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Emotions	Accident	Coins	Alone	Act of kindness	Attraction	Alcohol
Feelings	Allergy	Diet	Balance	Age restriction	Attributes	Authority
Family	Banks	Exercise	Barriers	Asthma	Bladder	Concern
Love	Behaviour	Election	Belonging	Bank account	Cervix clitoris	Conflict
Friend	Care	Environment	Budget	Bereavement	Cyberbullying	Earn
Share	Cash	Friendship	Bullying	Boundaries	Decision	Expectation
Unique	Democracy	Goal	Charity	Breasts	Defendant	Gambling
Interests	Different	Growth mindset	Communication	Bystander	Egg/ova	Grief/grieving
Similar	Drug earn	Healthy	Community	Cabinet	Ejaculation	Habit

Diversity Rule Persistence Challenge Problem solving Mistake Cope Teamwork Grounding technique Listening Persevere Team	Emergency Emotions Fair family Feelings Friend Germs Hazards Ill(poorly) Medicine physical contact Polite Similar Stereotype Unique Value vote	Identity Job Love manners Need Notes Priority Opinion Relaxation Rule Physical activity School council Skill Strengths Volunteer vote	Council Councillor Empathy Expense Human rights Identity Law Lonely Open question Qualification Recycling Resilience Stereotype Sympathy United Nations	Career Council officer Debit card Diversity Fluoride Genitals Law Local government Mental health Negative/positive emotions Puberty Reuse visualise	Erection Fallopian tube Freedom of expression Government House of Commons Judge Menstruation Ovaries Parliament Responsibility Secret Trial Wedding	Internet trolling Ministers Pregnant Prejudice Resolve Roles and responsibilities University Vaccination Valuables Conception Fertilisation Sexual intercourse sperm
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Subject Content Coverage and Timeline

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic well being	
Y2	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic well being	
Y3	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic well being	
Y4	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic well being	
Y5	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic well being	
Y6	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic well being	