

## Franche Community Primary School: Curriculum progression in P.H.S.E.

Relationships	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Families and people who care for me</b> Pupils should know: . that families are important for children growing up because they can give love, security and stability. . the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. . that's others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care. . that stable, caring relationships, which may	Pupils will learn to:  Make positive relationships with adults. <b>(Safeguarding)</b> .  Cooperate with others and make relationships with others. <b>(Safeguarding)</b> .  Identify who is in their family and how they look after me. <b>(Safeguarding)</b> .  Begin to treat others with care. <b>(Safeguarding)</b> .	Pupils will learn to:  In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <b>(Safeguarding)</b> .  The conventions of courtesy and manners. <b>(Safeguarding)</b> .	Pupils will learn to:  Explore how information and data is shared and used online. <b>(Safeguarding)</b> .	Pupils will learn to:  Explore what sorts of boundaries are appropriate in friendships with peers and others. <b>(Safeguarding)</b> .	Pupils will learn to:  Know the importance of self-respect and how this links to their own happiness. <b>(Safeguarding)</b> .	Pupils will learn to:  Understand the characteristics of friendships, including mutual respect. <b>(Safeguarding)</b> .	Pupils will learn to:  Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <b>(Safeguarding)</b> .	Pupils will learn to:  Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. <b>(Safeguarding)</b> .

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<p>be different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring relationships</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests</li> </ul>	<p>Identify different feelings they feel in different situations <b>(Safeguarding)</b>.</p> <p>Use manners and identify why manners are important. <b>(Safeguarding)</b>.</p> <p>Explore the difference between secrets and surprises. <b>(Safeguarding)</b>.</p>	<p><b>(Safeguarding)</b>. The importance of respecting others, even when they are very different from them. <b>(Safeguarding)</b>.</p> <p>Identify who is important to them and why. <b>(Safeguarding)</b>.</p> <p>Identify different kinds of families and respect these differences. <b>(Safeguarding)</b>.</p>	<p>to face-to-face relationships. Including the importance of respect for others online including when we are anonymous. <b>(Safeguarding)</b>.</p> <p>Know that there are strangers and not safe strangers. <b>(Safeguarding)</b>.</p> <p>Discuss peer pressure and what this might look like. <b>(Safeguarding)</b>.</p>	<p>Know that each person's body belongs to them. <b>(Safeguarding)</b>.</p> <p>Explore the fact that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <b>(Safeguarding)</b>.</p> <p>Discuss how their actions have consequences. <b>(Safeguarding)</b>.</p>	<p>bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Explore how important friendships are in making us feel happy and secure and how people choose and make friends. <b>(Safeguarding)</b>.</p> <p>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>(Safeguarding)</b>.</p>	
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<p>and experiences and support with problems and difficulties.</p> <p>. that healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. the importance of respecting others, even when they are very</li> </ul>	<p>Discuss the difference between good secrets and bad secrets. <b>(Safeguarding).</b></p> <p>Explore safe and unsafe situations. <b>(Safeguarding).</b></p> <p>Explore different feelings.</p>	<p>Identify what empathy is.</p> <p>Give examples of good and bad choices. <b>(Safeguarding).</b></p> <p>Explore similarities and differences between families. <b>(Safeguarding).</b></p> <p>Discuss how families can change. <b>(Safeguarding).</b></p> <p>Explore what love looks like and the fact that marriage represents a formal and legally recognised</p>	<p><b>(Safeguarding).</b></p> <p>Understand how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <b>(Safeguarding).</b></p> <p>Know that there is a normal range of emotions (e.g. happiness, sadness, anger,</p>	
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<p>different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> <li>. practical steps they can take in a range of different contexts to improve or support relationships.</li> <li>. the conventions of courtesy and manners.</li> <li>. the importance of self-respect and how this links to their own happiness.</li> <li>. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily</li> </ul>			<p>commitment of two people. Identify what a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p>(Safeguarding).</p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</p> <p>(Safeguarding).</p>	<p>fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(Safeguarding).</p> <p>Explore bereavement and strategies for dealing with difficult times.</p>		
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<p>reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Online relationships</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when they are anonymous.</li> <li>. the rules and principles for keeping safe online, how to recognise risks, harmful content and</li> </ul>							
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<p>contact, and how to report them.</p> <ul style="list-style-type: none"> <li>. how to critically consider their online relationships and sources of information including awareness of the risks associated with people they have never met.</li> <li>. how information and data is shared and used online.</li> </ul> <p><b>Being safe</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>. that each person's body belongs to them, and the differences between appropriate and</li> </ul>					
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<p>inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> <li>. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>. how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>. where to get advice, e.g. family, school and/ or other sources.</li> </ul>							
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<b>Physical health and mental wellbeing</b>	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Mental wellbeing</b> Pupils should know: . that mental wellbeing is a normal part of daily life, in the same way as physical health. . that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. . how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. . how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Pupils will learn to:  Begin to understand what is meant by being healthy.  Investigate healthy foods and treat foods.  Explore different ways to exercise our bodies  Explore some common illnesses and medicines used to prevent or cure.	Pupils will learn to:  Understand why healthy eating is important  Understand basic dental health  Understand the benefits of sleep.  Understand the difference between good and difficult feelings.  (Safeguarding).	Pupils will learn to:  Identify hazards in the home.  (Safeguarding).  Understand how to be road safe.  (Safeguarding).  Show basic first aid skills.  (Safeguarding).  Understand how to contact	Pupils will learn to:  Understand food labels.  Understand the effect sugar has on your body.  Understand why our body needs fuel (food/nutrition).  Understand changes to our body (pre-puberty) and at different stages of growth we need varying amounts of fuel.  How to recognise and talk about their emotions.  (Safeguarding).	Pupils will learn to:  Understand how to be canal/river safe. (Revisiting from Year 2).  (Safeguarding).  Understand and identify physical pre-puberty changes to the body.  Understand pre-puberty changes in emotions.  Discuss how bullying (including cyber bullying) has a negative and often lasting	Pupils will learn to:  Identify some factors that affect emotional health and wellbeing. They can identify and explain how to manage the risks in different situations.  (Safeguarding).  They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.  (Safeguarding).	Pupils will learn to:  Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.  (Safeguarding).  List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.  (Safeguarding).

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<ul style="list-style-type: none"> <li>. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>. that bullying (including cyber bullying) has a negative and often lasting effect on mental wellbeing.</li> <li>. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their</li> </ul>	<p>Understand what vaccinations are for.</p> <p>Understand how to stay safe. <b>(Safeguarding).</b></p> <p>Explore how to stay safe near the road. <b>(Safeguarding).</b></p> <p>Explore how to stay safe near water. <b>(Safeguarding).</b></p> <p>Understand how they have physically changed in their life so far.</p>	<p>Know how to get help when they need it. <b>(Safeguarding).</b></p> <p>Understand the ‘uh oh’ feeling whilst online. <b>(Safeguarding).</b></p> <p>Discuss how bullying (including cyber bullying) has a negative and often lasting effect on mental wellbeing. <b>(Safeguarding).</b></p> <p>Discuss how bullying (including cyber bullying) has a negative and often lasting effect on mental wellbeing. <b>(Safeguarding).</b></p>	<p>the emergency services. <b>(Safeguarding).</b></p> <p>Understand basic hygiene.</p> <p>Discuss how bullying (including cyber bullying) has a negative and often lasting effect on mental wellbeing. <b>(Safeguarding).</b></p>	<p>Discuss how bullying (including cyber bullying) has a negative and often lasting effect on mental wellbeing. <b>(Safeguarding).</b></p>	<p>effect on mental wellbeing. <b>(Safeguarding).</b></p> <p>Understand that mental wellbeing is a normal part of daily life, in the same way as physical health. <b>(Safeguarding).</b></p> <p>Discuss how it is common for people to experience mental ill health. <b>(Safeguarding).</b></p> <p>About what positive and negative mental health is. <b>(Safeguarding).</b></p> <p>About strategies to help with positive mental health. <b>(Safeguarding).</b></p>	<p>About strategies to help with stress. <b>(Safeguarding).</b></p>	<p>Understand the importance of diet, exercise, drugs and lifestyle on the way their bodies function. <b>(Safeguarding).</b></p> <p>Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. <b>(Safeguarding).</b></p> <p>Name and describe the functions of the sexual organs of boys and girls. <b>(Safeguarding).</b></p> <p>Describe some internal</p>
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<p>own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><b>Internet safety and harms</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. that for most people the internet is an integral part of life and has many benefits.</li> <li>. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and</li> </ul>	<p>Understand what they can do now that they could not do before they started school.</p> <p>Explore what it means to be independent.</p> <p>Understand what is meant by PANTS.</p> <p>(Safeguarding).</p> <p>Discuss transitions to year 1.</p> <p>How to look after themselves (Basic hygiene).</p>						<p>differences between males and females.</p> <p>(Safeguarding).</p> <p>Understand how babies are made.</p> <p>(Safeguarding).</p>
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<p>others' mental and physical wellbeing.</p> <p>. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>. why social media, some computer games and online gaming, for example, are age restricted.</p> <p>. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>. how to be a discerning consumer of information online including understanding that information,</p>							
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<p>including that from search engines, is ranked, selected and targeted.</p> <p>. where and how to report concerns and get support with issues online.</p> <p><b>Physical health and fitness</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>. the importance of building regular exercise into daily and weekly routines and how to achieve this: for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>. the risks associated with an inactive lifestyle (including obesity).</li> </ul>							
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<ul style="list-style-type: none"> <li>. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Healthy eating</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>. the principles of planning and preparing a range of healthy meals.</li> <li>. the characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>. the facts about legal and illegal harmful substances and associated risks, including smoking,</li> </ul>							
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<p>alcohol use and drug-taking.</p> <p><b>Health and prevention</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>.about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>							
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<ul style="list-style-type: none"> <li>. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>. the facts and science relating to immunisation and vaccination.</li> </ul> <p><b>Basic first aid</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. how to make a clear and efficient call to emergency services if necessary.</li> <li>. concepts of basic first-aid.</li> </ul> <p><b>Changing adolescent body</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>							
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. about menstrual wellbeing including the key facts about the menstrual cycle.							
Living in the Wider World.	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught:  1. about different groups and communities 2. to respect equality and to be a productive member of a diverse community 3. about the importance of respecting and protecting the environment 4. about where money comes from, keeping it safe and the importance of managing it effectively 5. how money plays an important part in people's lives 6. a basic understanding of enterprise.. 7. an understanding of the media	Pupils will learn to:  Understand the community they live in.  Community topic- at least one per year.  Enterprise topic- at least one per year.	Pupils will learn to:  Identify where money comes from.  Understand why money is needed and what it is used for.	Pupils will learn to:  Identify personal strengths and areas for improvement.  Explore the variety of jobs that are available to all people equally  Explore the variety of jobs that are available to all people equally.  Explore how individual people have changed the world  Consider what job we would like	Pupils will learn to:  Realise various foods come from across the world.  Understand that economic choices affect individual and communities.  Develop knowledge of Fairtrade and the impact on communities making good food choices has.  Community topic- at least one per year.  Enterprise topic- at least one per year.	Pupils will learn to:  Understand how information contained in social media can misrepresent or mislead.  Recognise fake news.  Define a current affair.  Explore how different sources of news select their information to suit their target audience.  Community topic- at least one per year.	Pupils will learn to:  Understand different communities.  Understand rights and responsibilities in different communities.  Explore the rights of the child globally.  Challenge stereotypes regarding refugees.  Understand the link between jobs and money.	Pupils will learn to:  Understand why we have rules and laws.  Understand that different rules and laws apply in different places and in different situations.  Understand how laws are made.  Campaign for a law to be created.  Explore how the rules and laws in our country are enforced

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		<p>Community topic- at least one per year.</p> <p>Enterprise topic- at least one per year.</p>	<p>to do and how it helps the world.</p> <p>. Community topic- at least one per year.</p> <p>Enterprise topic- at least one per year.</p>		<p>Enterprise topic- at least one per year.</p>	<p>Recognise the role of a bank.</p> <p>Understand how tax works in the UK.</p> <p>Community topic- at least one per year.</p> <p>Enterprise topic- at least one per year.</p>	<p>Community topic- at least one per year.</p> <p>Enterprise topic- at least one per year.</p>
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