




Progression map for PSHE and RSE at Browick Road Primary & Nursery School

Theme: Relationships


	Unit number / Term Unit title	Unit number / Term Unit title	Unit number / Term Unit title
Reception	Unit 1 / Autumn 1 How do we know how we feel? <ul style="list-style-type: none"> • Establish class rules • Learn how to develop relationships with other children • Name and describe basic feelings, decide if they are comfortable or uncomfortable • Build self-esteem through compliments • Develop hygiene routines 	Unit 4 / Spring 2 What do I like? <ul style="list-style-type: none"> • Continue to name, describe and manage feelings • Friendships and problem-solving (Health and science week) 	Unit 5 / Summer 1 What does private mean? <ul style="list-style-type: none"> • Continuing to name, describe and manage feelings including 'private' • Friendships and problem-solving
Year 1	Unit 1 / Autumn 1 What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies <ul style="list-style-type: none"> • Say what they like/dislike and are good at • Know what makes them special and how everyone has different strengths 	Unit 2 / Autumn 2 Who is special to us? Ourselves and others; people who care for us; groups we belong to; families <ul style="list-style-type: none"> • Know family is one of the groups they belong to, as well as, for example, school, friends, clubs • Know about the different people in their family / those that love and care for them 	

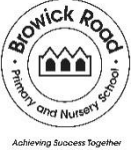
	<ul style="list-style-type: none"> • Understand how their personal features or qualities are unique to them • Know how they are similar or different to others, and what they have in common • Know the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<ul style="list-style-type: none"> • Say what their family members, or people that are special to them, do to make them feel loved and cared for • Know how families are all different but share common features – what is the same and different about them • Know about different features of family life, including what families do / enjoy together • Understand that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried • Know parts of bodies covered with underwear are private 	
Year 2	<p>Unit 1 / Autumn 1 What makes a good friend?</p> <p>Friendship; feeling lonely; managing arguments</p> <ul style="list-style-type: none"> • Understand how to make friends • Learn how to recognise feeling lonely and what they could do about it • Know how others behave when they are being friendly and what makes a good friend • Know how to resolve arguments that sometimes occur in friendships • Know how to ask for help if a friendship is making them unhappy 	<p>Unit 2 / Autumn 2 What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others</p> <ul style="list-style-type: none"> • Understand how words and actions can affect other's feelings • Know how to ask for and give/not give permission for physical contact and know how to respond if physical contact makes them uncomfortable or unsafe • know name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and know how to respond to this • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	

<p>Year 3</p>	<p>Unit 1 / Autumn 1 How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <ul style="list-style-type: none"> • know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • know how to recognise if others are feeling lonely and excluded and strategies to include them • understand how to build good friendships, including identifying qualities that contribute to positive friendships • know that friendships sometimes have difficulties, how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>Unit 3 / Spring 1 What are families like?</p> <p>Families; family life; caring for each other</p> <ul style="list-style-type: none"> • Know families differ from each other (including not every family has the same structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • know common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • understand people within families should care for each other and the different ways they show this • know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	
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Year 4	<p data-bbox="365 201 763 268">Unit 2 / Autumn 2 How can we be a good friend?</p> <p data-bbox="376 336 875 419">Respect for self and others; courteous behaviour; safety; human rights</p> <ul data-bbox="414 512 904 1321" style="list-style-type: none"><li data-bbox="414 512 904 571">• know how people’s behaviour affects themselves and others, including online<li data-bbox="414 576 904 699">• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return<li data-bbox="414 703 904 762">• understand the relationship between rights and responsibilities<li data-bbox="414 767 904 962">• know about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)<li data-bbox="414 967 904 1026">• know the rights that children have and why it is important to protect these<li data-bbox="414 1031 904 1193">• understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination<li data-bbox="414 1198 904 1321">• know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns		
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Year 5	<p>Unit 2 / Autumn 2</p> <p>How can friends communicate safely</p> <p>Friendships; relationships; becoming independent; online safety</p> <ul style="list-style-type: none">• learn about the different types of relationships people have in their lives• how friends and family communicate together; how the internet and social media can be used positively• how knowing someone online differs from knowing someone face-to-face• how to recognise risk in relation to friendships and keeping safe• know about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family• know how to respond if a friendship is making them feel worried, unsafe or uncomfortable• know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety		
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<p>Year 6</p>	<p>Unit 5 / Summer 1</p> <p>What will change as we become more independent?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <ul style="list-style-type: none"> • know that people have different kinds of relationships in their lives, including romantic or intimate relationships • understand that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another 	<p>Unit 6 / Summer 2</p> <p>What will change as we become more independent?</p> <ul style="list-style-type: none"> • understand that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • learn how puberty relates to growing from childhood to adulthood • learn about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • know that there are ways to prevent a baby being made • learn how growing up and becoming more independent comes with increased opportunities and responsibilities • know how friendships may change as they grow and how to manage this • understand how to manage change, including moving to secondary school; know how to ask for support or where to seek further information and advice regarding growing up and changing 	
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Progression map for PSHE and RSE at Browick Road Primary & Nursery School

Theme: Health & Wellbeing

	Unit number / Term Unit title	Unit number / Term Unit title	Unit number / Term Unit title
Reception	Unit 2 / Autumn 2 What helps us stay safe and healthy? <ul style="list-style-type: none"> Continuing to establish and follow class rules Online safety – computer rules – always ask an adult Continuing to name, describe and manage feelings 		
Year 1	Unit 3 / Spring 1 What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health <ul style="list-style-type: none"> know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) know that things people put into or onto their bodies can affect how they feel know how medicines (including vaccinations and immunisations) can help people stay healthy; that some people need to take medicines every day to stay healthy 	Unit 5 / Summer 1 Who helps to keep us safe? Keeping safe; people who help us <ul style="list-style-type: none"> know that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people know who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say know how to respond safely to adults they don’t know 	

	<ul style="list-style-type: none"> • know why hygiene is important and how simple hygiene routines can stop germs from being passed on • know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<ul style="list-style-type: none"> • know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	
Year 2	<p>Unit 4 / Spring 2 What helps us to stay safe? Keeping safe; recognising risk; rules</p> <ul style="list-style-type: none"> • know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • learn how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p>Unit 5 / Summer 1 What can help us grow and stay healthy? Being healthy: eating, drinking, playing and sleeping</p> <ul style="list-style-type: none"> • know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • know that eating and drinking too much sugar can affect their health, including dental health • know how to be physically active and how much rest and sleep they should have everyday • understand that there are different ways to learn and play; how to know when to take a break from screen-time • learn how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>Unit 6 / Summer 2 How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up</p> <ul style="list-style-type: none"> • know how to recognise, name and describe a range of feelings • know what helps them to feel good, or better if not feeling good • know how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • know how feelings can affect people in their bodies and their behaviour • learn ways to manage big feelings and the importance of sharing their feelings with someone they trust • understand how to recognise when they might need help with feelings and how to ask for help when they need it

<p>Year 3</p>	<p>Unit 2 / Autumn 2 What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <ul style="list-style-type: none"> • know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • learn that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • know how to recognise and respond to pressure to do something that • know makes them feel unsafe or uncomfortable (including online) • understand how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns 	<p>Unit 5 / Summer 1 Why should we eat well and look after our teeth?</p> <p>Being healthy: eating well, dental care</p> <ul style="list-style-type: none"> • understand how to eat a healthy diet and the benefits of nutritionally rich foods • learn how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • know how people make choices about what to eat and drink, including who or what influences these • know how, when and where to ask for advice and help about healthy eating and dental care 	<p>Unit 6 / Summer 2 Why should we keep active and sleep well?</p> <p>Being healthy: keeping active, taking rest</p> <ul style="list-style-type: none"> • know how regular physical activity benefits bodies and feelings • understand how to be active on a daily and weekly basis - how to balance time online with other activities • know how to make choices about physical activity, including what and who influences decisions • know how the lack of physical activity can affect health and wellbeing • know how lack of sleep can affect the body and mood and simple routines that support good quality sleep • know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
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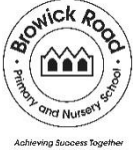
	<ul style="list-style-type: none"> know what to do in an emergency, including calling for help and speaking to the emergency services 		
Year 4	<p>Unit 1 / Autumn 1</p> <p>What skills, strengths and interests do we have?</p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <ul style="list-style-type: none"> know how to recognise personal qualities and individuality understand how to develop self-worth by identifying positive things about themselves and their achievements know how their personal attributes, strengths, skills and interests contribute to their self-esteem know how to set goals for themselves know how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>Unit 3 / Spring 1</p> <p>How can we manage our feelings?</p> <p>Feelings and emotions; expression of feelings; behaviour</p> <ul style="list-style-type: none"> know how everyday things can affect feelings know how feelings change over time and can be experienced at different levels of intensity understand the importance of expressing feelings and how they can be expressed in different ways know how to respond proportionately to, and manage, feelings in different circumstances know ways of managing feelings at times of loss, grief and change know how to access advice and support to help manage their own or others' feelings 	<p>Unit 4 / Spring 2</p> <p>How will we grow and change?</p> <p>Growing and changing; puberty</p> <ul style="list-style-type: none"> learn how puberty can affect emotions and feelings understand how personal hygiene routines change during puberty know how to ask for advice and support about growing and changing and puberty

Year 4	<p>Unit 6 / Summer 2</p> <p>How can we manage risk in different places?</p> <p>Keeping safe; out and about; recognising and managing risk</p> <ul style="list-style-type: none">• know how to recognise, predict, assess and manage risk in different situations• know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)• know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence• understand how people's online actions can impact on other people• know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online• learn how to report concerns, including about inappropriate online content and contact• understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law		
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<p>Year 5</p>	<p>Unit 1 / Autumn 1 What makes up our identity?</p> <p>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</p> <ul style="list-style-type: none"> • know how to recognise and respect similarities and differences between people and what they have in common with others • know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • learn about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • know how to challenge stereotypes and assumptions about others 	<p>Unit 3 / Spring 1 How can we help in an accident or emergency?</p> <p>Basic first aid, accidents, dealing with Emergencies</p> <ul style="list-style-type: none"> • learn how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • know that if someone has experienced a head injury, they should not be moved • learn when it is appropriate to use first aid and the importance of seeking adult help • know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services • learn about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams 	<p>Unit 5 / Spring 1 How can drugs common to everyday health affect wellbeing?</p> <p>Drugs, alcohol and tobacco; healthy habits</p> <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others • learn why people choose to use or not use different drugs • know how people can prevent or reduce the risks associated with them • understand that for some people, drug use can become a habit which is difficult to break • know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • know how to ask for help from a trusted adult if they have any worries or concerns about drugs
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<p>Year 6</p>	<p>Unit 1&2 / Autumn 1 & 2 How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <ul style="list-style-type: none"> • know how mental and physical health are linked • learn how positive friendships and being involved in activities such as clubs and community groups support wellbeing • know how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » plan a healthy meal » learn to stay physically active » know how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • know that habits can be healthy or unhealthy; strategies to help change or 		
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	<p>break an unhealthy habit or take up a new healthy one</p> <ul style="list-style-type: none">• learn how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them• know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school• know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on• know that anyone can experience mental ill-health and to discuss concerns with a trusted adult• learn that mental health difficulties can usually be resolved or managed with the right strategies and support		
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Progression map for PSHE and RSE at Browick Road Primary & Nursery School

Theme: Living in the Wider World

	Unit number / Term Unit title	Unit number / Term Unit title	Unit number / Term Unit title
Reception	Unit 3 / Spring 1 Who is special to us and how do I look after them? <ul style="list-style-type: none"> continuing to name, describe and manage feelings learn about friendships and problem-solving know about online safety – what is the internet and how to stay safe know how to keep healthy and safe - road safety – walking near the road rules and being safe in the car 	Unit 6 / Summer 2 What helps us move on? <ul style="list-style-type: none"> continuing to name, describe and manage feelings sun safety learn about moving on – transition into year 1 	
Year 1	Unit 4 / Spring 2 What can we do with money? Money; making choices; needs and wants <ul style="list-style-type: none"> understand what money is - that money comes in different forms know how money is obtained (e.g. earned, won, borrowed, presents) 	Unit 6 / Summer 2 How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing <ul style="list-style-type: none"> know how kind and unkind behaviour can affect others; how to be polite and 	

	<ul style="list-style-type: none"> • know how people make choices about what to do with money, including spending and saving • know the difference between needs and wants - that people may not always be able to have the things they want • understand how to keep money safe and the different ways of doing this 	<p>courteous; how to play and work co-operatively</p> <ul style="list-style-type: none"> • know some of the responsibilities they have in and out of the classroom • know how people and animals need to be looked after and cared for • understand some of what can harm the local and global environment; how they and others can help care for it • know how people grow and change and how people's needs change and grow from young to old • know how to manage change when moving to a new class/year group 	
Year 2	<p>Unit 3 / Spring 1 What jobs do people do?</p> <p>People and jobs; money; role of the internet</p> <ul style="list-style-type: none"> • know how jobs help people earn money to pay for things they need and want • learn about a range of different jobs, including those done by people they know or people who work in their community • know how people have different strengths and interests that enable them to do different jobs • learn how people use the internet and digital devices in their jobs and everyday life 		

Year 3	<p>Unit 4 / Spring 2 What makes a community?</p> <p>Community; belonging to groups; similarities and differences; respect for others</p> <ul style="list-style-type: none"> • understand how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • know what is meant by a diverse community; how different groups make up the wider/local community around the school • know how the community helps everyone to feel included and values the different contributions that people make • learn how to be respectful towards people who may live differently to them 		
Year 4	<p>Unit 5 / Summer 1 How can our choices make a difference to others and our environment?</p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p>		

	<ul style="list-style-type: none"> • know how people have a shared responsibility to help protect the world around them • know how everyday choices can affect the environment • know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • use the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • know how to show care and concern for others (people and animals) • know how to carry out personal responsibilities in a caring and compassionate way 		
Year 5	<p>Unit 2 / Autumn 2 How can friends communicate safely</p> <p>Money; making decisions; spending and saving</p> <ul style="list-style-type: none"> • know how people make decisions about spending and saving money and what influences them • know how to keep track of money so people know how much they have to spend or save • know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit) 	<p>Unit 6 / Summer 2 What jobs would we like?</p> <p>Careers; aspirations; role models; the future</p> <ul style="list-style-type: none"> • know that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • know that some jobs are paid more than others and some may be voluntary (unpaid) • learn about the skills, attributes, qualifications and training needed for different jobs 	

	<p>cards; loans)</p> <ul style="list-style-type: none"> • know how to recognise what makes something 'value for money' and what this means to them • know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<ul style="list-style-type: none"> • know that there are different ways into jobs and careers, including college, apprenticeships and university • know how people choose a career/job and what influences their decision, including skills, interests and pay • know how to question and challenge stereotypes about the types of jobs people can do • know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	
Year 6	<p>Unit 6 / Spring 1&2 How can the media influence people?</p> <p>Media literacy and digital resilience; influences and decision-making; online safety</p> <ul style="list-style-type: none"> • know how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • know that not everything should be shared online or social media and that there are rules about this, including the distribution of images • know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • understand how text and images can be 		

	<p>manipulated or invented; strategies to recognise this</p> <ul style="list-style-type: none">• know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts• learn to recognise unsafe or suspicious content online and what to do about it• know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them• know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range; know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue• learn to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have• learn to discuss and debate what influences people's decisions, taking into consideration different viewpoints		
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