



Ashtree Primary School Progression Plan PSHE & C & RSE



	Personal Social Educational development	Physical Development	Understanding of the World
N	<ul style="list-style-type: none">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.• Develop their sense of responsibility and membership of a community.• Become more outgoing with unfamiliar people, in the safe context of their setting.• Show more confidence in new social situations.• Play with one or more other children, extending and elaborating play ideas.• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.• Increasingly follow rules, understanding why they are important.• Do not always need an adult to remind them of a rule.• Develop appropriate ways of being assertive.• Talk with others to solve conflicts.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. <p>Begin to understand how others might be feeling.</p>	<ul style="list-style-type: none">• Starting to eat independently and learning how to use a knife and fork.• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Show interest in different occupations.• Continue to develop positive attitudes about the differences between people. <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
R	<ul style="list-style-type: none">• See themselves as a valuable individual.• Build constructive and respectful relationships.• Express their feelings and consider the feelings of others.• Show resilience and perseverance in the face of challenge.• Identify and moderate their own feelings socially and emotionally.• Think about the perspectives of others. <p>Manage their own needs.</p>	<ul style="list-style-type: none">• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine	<ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.

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				<ul style="list-style-type: none"> - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes and personal hygiene 		Recognise that people have different beliefs and celebrate special times in different ways.
	Relationships	Mental Health and Wellbeing	Being Safe	Physical Health	Changing Adolescent Body	Citizenship (Non-statutory)
1	Skill: To be able to identify similarities and differences in others. Knowledge: To know that we can be friends with people who are different to us To know that there are different types of family To know the characteristics of friendships, including truthfulness, trustworthiness, kindness, and sharing interests. To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Knowledge: To know the conventions of courtesy and manners e.g. Please may I... To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, pride, excitement, calm) that all humans experience in relation to different situations. To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking	Skill: To identify different types of families and who makes us feel happy and safe. Knowledge: To know who they can ask for help. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (C). To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (C). To know that for most people the internet is an integral part of life and has many benefits. (C).	Knowledge: To know the characteristics and mental and physical benefits of an active lifestyle. (PE) To know the importance of building regular exercise into daily and weekly routines and how to achieve this (PE) To know how and when to seek support including which adults to speak to in school if they are worried	Skill: To be able to discuss how children change and grow Knowledge: identify, name draw and label basic parts of the human body.	Skill: Knowledge: Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders. Understand with support some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks. To explain simple ideas of different communities, such as family and school, and begin to contribute to the life of the class and school with adult direction and support. Explain in simple terms where money comes from and some different ways in which it can be used.

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	<p>To know that families are important for children growing up because they can give love, security and stability.</p> <p>To know the characteristics of healthy family life, commitment to each other, the importance of spending time together and sharing each other's lives.</p> <p>To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>To know 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>about their own and others' feelings. E.g. To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>To know how to recognise who to trust and who not to trust and how to seek help or advice from others, if needed.</p>	<p>To know where and how to report concerns and get support with issues online. (C).</p> <p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking - good and bad medicines.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>Stranger danger, to only talk to people you know.</p> <p>Water safety, the dangers of entering water without adult supervision.</p>	<p>about their health. (PE)</p> <p>Personal hygiene (handwashing)</p>		
<p>Vocabulary: (CWP) - friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva. safety, gender, characteristics, dislike, kindness</p>						

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Fairness, relationship, feelings, sharing, name-calling, respect, comfortable, uncomfortable, rules, right/wrong fair/unfair, borrowing, making choices, jobs, fact/opinion same/different,						
	Relationships	Mental Health and Wellbeing	Being Safe	Physical Health	Changing Adolescent Body	Citizenship (Non-statutory)
2	Skill: identify difference between males and females. Knowledge: To understand the concept of gender stereotype. To know the characteristics of friendships, truthfulness, trustworthiness, kindness, generosity, trust and sharing interests and experiences. To know what a stereotype is. (RE link HR&V) To know the conventions of courtesy and manners.	Knowledge: To know about different types of bullying and how to get help. To know that mental wellbeing is a normal part of daily life, in the same way as physical health. To know 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.	Knowledge: To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (C) To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (C). To know that for most people the internet is an integral part of life and has many benefits. (C). To know where and how to report concerns and get support with issues online. (C). To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Knowledge: To know the characteristics and mental and physical benefits of an active lifestyle. (PE) To know the importance of building regular exercise (PE) To know the risks associated with an inactive lifestyle (including obesity). (PE) To know how and when to seek support including which adults to speak to in school if they are worried about their health. (PE)	Skill: To discuss some of the differences between male and females To discuss the physical differences between males and females. Knowledge: To know that differences between males and females is part of the lifecycle. To know that making a new life needs a male and a female.	Skill: Knowledge: Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour. Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them (S) Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school. Realise and be able to describe that money comes from different sources and different uses of it.

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			<p>To identify safe strangers to talk to or ask for help from i.e. police officers or paramedic</p> <p>Road safety, looking left and right before crossing and using zebra crossings where available.</p>	<p>To know what constitutes a healthy diet (including understanding calories and other nutritional content). (S)</p> <p>To know the principles of planning and preparing a range of healthy meals. (S)</p> <p>To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay). (S)</p> <p>Personal hygiene (handwashing and germs) including bacteria, how they are spread.</p> <p>The importance of sufficient</p>		
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				good quality sleep for good health.		
Vocabulary: (CWP) - similar, different, sex, gender roles, stereotypes (fixed ideas), boy, girl, male, female, private parts, penis, vulva, vagina. risk Opinion, diet tolerance, normal emotions ,feelings, emergency kindness fairness listening caring teasing making decisions local environment spending/saving beliefs race tolerance						
	Relationships	Mental Health and Wellbeing	Being Safe	Physical Health	Changing Adolescent Body	Citizenship (Non-statutory)
3	Skill: Identify who to go to for help and support Knowledge: Know that all families are different and have different members. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (RE link I&B) To 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, including those in positions of authority.	Skill: To demonstrate courtesy and manners. Knowledge: To know about different types of bullying (including cyberbullying), and how to get help. To understand the importance of self-respect and how this links to their own happiness. (RE link I&B) To know that mental wellbeing is a normal part of daily life, in the same way as physical health.	Skill: To understand that each person's body belongs to them To understand personal space and unwanted touch To identify different types of families and who makes us feel happy and safe Knowledge: To know that people sometimes behave differently online, including by pretending to be someone they are not. To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. To know the rules and principles for keeping safe	Skill: Knowledge: To know the characteristics and mental and physical benefits of an active lifestyle. (PE) To know what constitutes a healthy diet (including understanding calories and other nutritional content). (S) To know the principles of planning and preparing a range of healthy meals. (S)	Skill: To explore the differences between male and female bodies. Knowledge: To name male and female body parts using agreed words. Penis, testicles,	Skill: Knowledge: Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society (RE). With support, research, discuss and debate topical issues, problems and events. Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.

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	<p>To know practical steps they can take in a range of different contexts to improve or support respectful relationships. To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (RE link HR&V)</p>	<p>To be able to recognise a range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions in themselves and others.</p> <p>Vocabulary: young carer physical, mental mutual responsibility, appropriate internet safety consideration, hygiene goal, consequences</p>	<p>online, how to recognise risks, harmful content and contact, and how to report them. (C).</p> <p>To know where and how to report concerns and get support with issues online and in real life. (C).</p> <p>To know 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. (C).</p> <p>To know 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. (C).</p> <p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is</p>	<p>To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (S)</p> <p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (S)</p>		
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			<p>ranked, selected and targeted. (C).</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To know 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.</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>			
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			To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.			
Vocabulary: (CWP) – similar, different, gender roles, stereotypes, boy, girl, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship young carer physical mental mutual responsibility appropriate internet safety consideration hygiene goal consequences communication co-operation relationship friendship self-esteem negative/positive behaviour tolerance anonymous, communities/groups laws responsibility local organisations charity						
	Relationships	Mental Health and Wellbeing	Being Safe	Physical Health	Changing Adolescent Body	Citizenship (Non-statutory)
4	Skill: To discuss and explore respect in a range of relationships. Knowledge: To know the characteristics of healthy relationships To know that respect is important in all relationships including online. To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests	Skill: Explore how friendships can make people feel uncomfortable or unhappy To know about different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders and how to get help. To be able to recognise a range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and	Skill: To discuss the emotional changes that can happen during puberty. Knowledge: To know that the following changes happen during puberty To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. (C) To know how information and data is shared and used online. (C) To know where and how to report concerns and get	Knowledge: To know the characteristics and mental and physical benefits of an active lifestyle. (PE) To know 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	Skill: To discuss the changes that can happen during puberty. Knowledge: To know basic facts about puberty Know that puberty is a stage in the human lifecycle and linked to reproduction	Skill: Knowledge: Research, discuss and debate topical issues, problems and events. Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society.

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<p>and experiences and support with problems and difficulties.</p> <p>To know 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>To know 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>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>To know practical steps they can take in a range</p>	<p>scale of emotions in themselves and others.</p> <p>Knowledge: To understand and exemplify respect in friendships.</p> <p>To know that violence in friendships is never right</p> <p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To know 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.</p> <p>To know how to judge whether what they are feeling and how they are behaving is</p>	<p>support with issues online and in life and what vocabulary to use when asking for help. (C).</p> <p>To know 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. (C).</p> <p>To know 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. (C).</p> <p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. (C).</p> <p>To know the facts about legal and illegal harmful substances and associated</p>	<p>regular, vigorous exercise. (PE)</p> <p>To know the risks associated with an inactive lifestyle (including obesity). (PE)</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health. (PE)</p> <p>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (S)</p> <p>To know the characteristics of a poor diet and risks associated with</p>	<p>Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money</p>
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	<p>of different contexts to improve or support respectful relationships. To know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (RE link HR&V)</p> <p>To know the conventions of courtesy and manners.</p>	<p>appropriate and proportionate. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (RE link I&B)</p>	<p>risks, including smoking, alcohol use and drug-taking. Road safety, preparing to cross a road in a safe space when pedestrian crossings and zebra crossing are unavailable. E.g. not crossing between 2 parked cars.</p>	<p>unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (S)</p> <p>The importance of sufficient good quality sleep for good health and a lack of sleep can effect weight, mood and ability to learn.</p>		
<p>Vocabulary (CWP) - puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings lifestyle</p> <p>unexplainable wellbeing isolation loneliness harmful self-care physical/emotional change privacy marriage love target achievement hygiene medicines nutrition consequences consideration peer-pressure resilience persistence cyberbullying bystander empathy diversity consequences discrimination stereotype financial management extreme views</p>						
	Relationships	Mental Health and Wellbeing	Being Safe	Physical Health	Changing Adolescent Body	Citizenship (Non-statutory)
5	<p>Knowledge: that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and</p>	<p>Skill: To identify how to get support during puberty</p> <p>To be able to recognise and talk about their emotions, including</p>	<p>Knowledge:</p> <p>To know how information and data is shared and used online. (C).</p> <p>To know that the same principles apply to online relationships as to face-to-</p>	<p>Knowledge:</p> <p>To know the characteristics and mental and physical benefits of an active lifestyle. (PE)</p>	<p>Skill: To be able to ask questions about puberty with confidence</p> <p>Knowledge: To know the following facts about puberty</p>	<p>Skill:</p> <p>Knowledge:</p> <p>Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the</p>

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<p>know that other children's families are also characterised by love and care. (RE link I&B)</p> <p>To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To know the conventions of courtesy and manners.</p> <p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>To be able to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Knowledge: To know how to keep clean during puberty</p> <p>To know the importance of self-respect and how this links to their own happiness.</p> <p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based</p>	<p>face relationships, including the importance of respect for others online including when we are anonymous. (C).</p> <p>To know where and how to report concerns and get support with issues online and in life and what vocabulary to use when asking for help, with confidence(C).</p> <p>To know 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 others' mental and physical wellbeing. (C).</p> <p>To know why social media, some computer games and online gaming, for example, are age restricted. (C).</p> <p>To know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the</p>	<p>To know 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. (PE)</p> <p>To know the risks associated with an inactive lifestyle (including obesity). (PE)</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health. (PE)</p> <p>To know about personal hygiene,</p>	<p>To know how puberty affects the reproductive system</p> <p>To know what happens during menstruation and sperm production</p>	<p>different beliefs and values in society.</p> <p>Understand and describe what democracy is, institutions that support it locally and nationally and how it happens.</p> <p>Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment.</p>
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		<p>activity on mental wellbeing and happiness. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (RE link I&B)</p> <p>Vocabulary: puberty pubic hair armpit/underarm deodorant bra breasts sweat</p>	<p>importance of keeping personal information private. (C). To know 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. (C). To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. (C). To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>and germs, including bacteria, viruses, how they are spread and treated. How to recognise early signs of physical illness such as weight loss, or unexplained changes to the body. Water safety, the role of the RNLI, and how to call for help when in danger.</p>		
<p>Vocabulary: (CWP) – puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings gestation period pregnancy substance misuse medicine/alcohol/drugs/tobacco aspiration reproduction birth collaboration prejudice conflict resolution boundaries gender discrimination permission seeking democracy sovereignty dictatorship government monarchy community roles budget loan tax interest extremism</p>						

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	Relationships	Mental Health and Wellbeing	Being Safe	Physical Health	Changing Adolescent Body	Citizenship (Non-statutory)
6	<p>Skill: To explore the importance of communication during relationships</p> <p>Knowledge: To know the difference between healthy and unhealthy relationships.</p> <p>To know that permission seeking in relationships is important</p> <p>To know that families are important for children growing up because they can give love, security and stability.</p> <p>To know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members.</p> <p>To understand that others' families, either in school or in the wider world, sometimes look different from their</p>	<p>Skill: To talk about puberty and reproduction with confidence</p> <p>To consider when it is appropriate to share personal/private information in a relationship</p> <p>To be able to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. E.g.</p> <p>To be able to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control</p>	<p>Skill:</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p> <p>To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>Knowledge:</p> <p>To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. (C).</p> <p>To know where and how to report concerns and get support with issues online and in life and what vocabulary to use when asking for help, with confidence(C).</p> <p>To know how to consider the effect of their online actions on others and know how to recognise and</p>	<p>Skill:</p> <p>Knowledge:</p> <p>To know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school or other forms of regular, vigorous exercise.</p> <p>To know the risks associated with an inactive lifestyle (including obesity).</p> <p>To know how and when to seek</p>	<p>Skill: To explain how and why the body changes during puberty in preparation for reproduction.</p> <p>To discuss the decisions that have to be made before having children.</p> <p>Knowledge: To know the following facts about conception and pregnancy</p>	<p>Skill:</p> <p>Knowledge:</p> <p>Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules.</p> <p>Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices.</p> <p>Explore and comment on how the media present information.</p> <p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money.</p>

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<p>family, but that they should respect those differences and know that other children's families are also characterised by love and care. (RE link I&B)</p> <p>To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>To know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>their emotions (including issues arising online).</p> <p>Knowledge:</p> <p>To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>(RE link I&B)</p> <p>To understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>display respectful behaviour online and the importance of keeping personal information private. (C).</p> <p>To know 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. (C).</p> <p>To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. (C).</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep</p>	<p>support including which adults to speak to in school if they are worried about their health.</p> <p>To know the facts and science relating to allergies, immunisation and vaccination.(S)</p>		
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	<p>To understand the importance of self-respect and how this links to their own happiness.</p> <p>To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>To know the conventions of courtesy and manners.</p>	<p>To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>To know that 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>secrets if they relate to being safe.</p> <p>To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>To know where to get advice e.g. family, school and/or other sources.</p> <p>To know the facts about legal and illegal harmful substances and associated</p>			
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			risks, including smoking, alcohol use and drug-taking.			
Vocabulary (CWP) - womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety physical contact racial discrimination confidentiality respect prejudice conflict resolution boundaries consent communication appropriate/inappropriate anarchy equal rights human right authority diverse community financial capability economic wellbeing culture traditions enterprise profit/loss debt/interest						

NB/ DFE reference = Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

How PSHE can be accessed by children with SEN

- Model techniques such as role play and group tasks or conversations
- Children with poor Literacy skills will have support in reading or writing when accessing materials or resources
- Provide opportunities for repeated practise when looking to teach new behaviours or skills
- Children with poor self-regulation/no or little empathy skills will not be asked to roleplay if this causes discomfort or embarrassment
- Use the appropriate level of the curriculum for the child to understand
- Provide a vocabulary specific word mat
- Pre-teach new vocabulary
- Adapt tasks that will aid child's gross and fine motor skills and whether they currently need physical support aids to facilitate their learning
- Consider the learning style of the child and how their skills and strengths impact upon this
- Consolidate the child's learning through a range of visual, auditory and kinaesthetic cues
- Adapt tasks by breaking them down into small, manageable chunks, keeping steps short, concise and unambiguous

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