



St. Bede's Catholic Primary School Curriculum Progression for PSHE RSE

TenTen Programme Pathway Plan (taught within phase)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical health and well-being	EYFS Curriculum	National Curriculum. Pupils should be taught to:		National Curriculum. Pupils should be taught to:			
	Pupils learn: Uniqueness, including celebrating differences and individual gifts, talents and abilities. Looking after and using our God-given bodies and develop vocabulary around this topic.	Pupils learn: that food that is associated with special times, in different cultures about being active; playground games from around the world about sun-safety Each body is unique and how to care for our own body. Names of body parts (including genitalia) Knowing boys and girls are different	Pupils learn: about eating well about the importance of physical activity, sleep and rest about people who help us to stay healthy and well about basic health and hygiene routines	Pupils learn: about making healthy choices about food and drinks about how branding can affect what foods people choose to buy about keeping active and some of the challenges of this We don't have to be the same but respectful of others and our own bodies. Introduce changes to bodies.	Pupils learn: why people may eat or avoid certain foods (religious, moral, cultural or health reasons) about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) about the importance of getting enough sleep Puberty and what to expect when it takes place – boys and girls changes	Pupils learn: that messages given on food adverts can be misleading about role models about how the media can manipulate images and that these images may not reflect reality Making good choices to impact our health Importance of rest, sleep, good personal hygiene and exercise, and not overusing tech.	Pupils learn: Emotions change as they grow up (including hormonal effects)
Keeping safe and managing risks	EYFS Curriculum	National Curriculum. Pupils should be taught to:		National Curriculum Pupils should be taught to:			
	Pupils learn: Learn practical ways to stay safe inside and out	Pupils learn: safety in familiar situations about personal safety	Pupils learn: about keeping safe in the home, including fire safety	Pupils learn: to recognise bullying and how it can make people feel	Pupils learn: how to be safe in their computer gaming habits	Pupils learn: about keeping safe online	Pupils learn: Cyberbullying; examples and what it feels like and how to get help



	<p>Bodily privacy (including the NSPCC PANTS message that 'privates are private')</p> <p>Talking to their 'special people' if anything troubles them</p>	<p>about people who help keep them safe outside the home (Specific safeguarding link)</p> <p>Recognising safe and unsafe situations online and in real life.</p>	<p>about keeping safe outside</p> <p>about road safety (Specific safeguarding link)</p> <p>Good secrets and bad secrets, and understanding the privacy of our bodies (PANTS 'NSPCC')</p> <p>Call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>Basic principles of First Aid</p>	<p>about different types of bullying and how to respond to incidents of bullying</p> <p>about what to do if they witness bullying (Specific safeguarding link)</p> <p>Online safety and the difference between appropriate and inappropriate physical contact.</p> <p>Who to turn to when they don't feel safe</p> <p>about keeping safe near roads, rail, water, building sites and around fireworks about what to do in an emergency and basic emergency first aid procedures (specific safeguarding link)</p>	<p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>That there are different people we can trust</p>	<p>that violence within relationships is not acceptable</p> <p>about problems that can occur when someone goes missing from home (specific safeguarding link)</p> <p>Recognising the right things to share online as well as the right thing to say to others online (cyber-bullying).</p>	<p>about feelings of being out and about in the local area with increasing independence</p> <p>about recognising and responding to peer pressure</p> <p>about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p>FGM: about the importance for girls to be protected against FGM</p> <p>Explore further the meaning of abuse and inappropriate physical contact – who can we talk to that we trust?</p>
<p>Identity, society and equality</p>	<p>EYFS Curriculum</p>				<p>National Curriculum Pupils should be taught to:</p>		
	<p>Pupils learn:</p> <p>Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too.</p>	<p>Pupils learn:</p> <p>about what makes themselves and others special</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and</p>	<p>Pupils learn:</p> <p>We belong to various communities where we have a duty of care for others.</p> <p>What helps and harms our world.</p> <p>About the different local and global</p>	<p>Pupils learn:</p> <p>about valuing the similarities and differences between themselves and others</p> <p>about what is meant by community</p>	<p>Pupils learn:</p> <p>about Britain as a democratic society</p> <p>about how laws are made</p> <p>learn about the local council</p>	<p>Pupils learn:</p> <p>about stereotyping, including gender stereotyping</p> <p>about prejudice and discrimination and how this can make people feel</p>	<p>Pupils learn:</p> <p>about people who have moved to Basingstoke from other places, (including the experience of refugees)</p> <p>about human rights and the UN</p>



	Extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.	<p>respected, to be safe etc</p> <p>about roles and responsibilities at home and school</p> <p>about being cooperative with others</p> <p>About the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p>	communities that they are part of, and what rights and responsibilities come with belonging to these communities.	about belonging to groups	Looking at respecting and loving those in our communities and around the world.	<p>Reaching out to help others and support those who need it.</p> <p>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</p>	<p>Convention on the Rights of the Child</p> <p>about homelessness</p> <p>Catholic Social Teaching – living in the wider world</p>
Drug, alcohol and tobacco education		National Curriculum Pupils should be taught to:		National Curriculum Pupils should be taught to:			
	Pupils learn: Medicine safety and people who help us in emergencies	<p>Pupils learn: about what can go into bodies and how it can make people feel</p> <p>about what can go on to</p>	<p>Pupils learn: why medicines are taken</p> <p>where medicines come from</p> <p>about keeping themselves safe around medicines</p> <p>Asthma lesson for Year 2, 3 or 4 that medicines can be used to manage and treat medical conditions such as</p>	<p>Pupils learn: the definition of a drug and that drugs (including medicines) can be harmful to people</p> <p>about the effects and risks of smoking tobacco and second-hand smoke</p> <p>about the help available for people to remain smoke free or stop smoking</p>	<p>Pupils learn: that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p>about the effects and risks of drinking alcohol</p> <p>about different patterns of behaviour that are related to drug use</p>	<p>Pupils learn: about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p>about different influences on drug use – alcohol, tobacco and nicotine products</p> <p>strategies to resist pressure from others about whether to use</p>	<p>Pupils learn: about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>about assessing the level of risk in different situations involving drug use</p>



			<p>asthma, and that it is important to follow instructions for their use (Specific safeguarding link)</p> <p>Medicines are drugs, but not all drugs are good for us</p> <p>Alcohol and tobacco are harmful substances.</p>	Asthma lesson (see Y2)	Asthma lesson (see Y2)	drugs – smoking drugs and alcohol	<p>about ways to manage risk in situations involving drug use</p> <p>Further develop First Aid knowledge; recovery position</p>
Mental health and emotional wellbeing	EYFS Curriculum	National Curriculum. Pupils should be taught to:		National Curriculum Pupils should be taught to:			
	<p>Pupils learn:</p> <p>Likes, dislikes and self-acceptance.</p> <p>How to describe different feelings, both good and bad.</p> <p>Actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p>	<p>Pupils learn:</p> <p>about different types of feelings</p> <p>about managing different feelings</p> <p>about change or loss and how this can feel</p> <p>Feelings, like and dislikes</p> <p>Understanding anger</p> <p>Language to describe feelings</p>	<p>Pupils learn:</p> <p>about the importance of special people in their lives</p> <p>about making friends and who can help with friendships</p> <p>Feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</p> <p>Strategies for managing feelings and for good behaviour</p> <p>Choices have consequences; that when we make mistakes we are called to receive forgiveness and to</p>	<p>Pupils learn:</p> <p>about celebrating achievements and setting personal goals</p> <p>about dealing with put-downs</p> <p>about positive ways to deal with setbacks</p> <p>Why do I feel these things? Being thankful to support resilience</p> <p>recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Some behaviour is wrong, unacceptable, unhealthy and risky</p>	<p>Pupils learn:</p> <p>Emotions change as they grow up (including hormonal effects)</p> <p>Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</p> <p>Emotional well-being and positive actions to help emotional well-being</p> <p>Talking to trusted people helps our emotional well-being</p>	<p>Pupils learn:</p> <p>about a wide range of emotions and feelings and how these are experienced in the body</p> <p>about times of change and how this can make people feel</p> <p>about the feelings associated with loss, grief and bereavement</p> <p>Coping with pressures and continuing to build resilience through thankfulness.</p> <p>Understanding new feelings from puberty.</p>	<p>Pupils learn:</p> <p>what mental health is</p> <p>about what can affect mental health and some ways of dealing with this</p> <p>about some everyday ways to look after mental health</p> <p>about the stigma and discrimination that can surround mental health (specific safeguarding link)</p> <p>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action</p>



			forgive others when they do	Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.			
Careers, financial capability and economic wellbeing	EYFS Curriculum			National Curriculum Pupils should be taught to:			
	Pupils learn:	Pupils learn: about where money comes from and making choices when spending money about saving money and how to keep it safe about the different jobs people do	Pupils learn:	Pupils learn: about what influences people's choices about spending and saving money how people can keep track of their money about the world of work	Pupils learn:	Pupils learn:	Pupils learn: that money can be borrowed but there are risks associated with this about enterprise what influences people's decisions about care
Sex and relationship education:		National Curriculum Pupils should be taught to:		National Curriculum Pupils should be taught to:			
	Pupils learn: To explore the natural human cycle of life, focusing on what children can remember about their	Pupils learn: To recognise the special people in our life, how to treat others and when to say sorry.	Pupils learn: to understand and respect the differences and similarities between people	Pupils learn: To understand our close relationships and how to relate to others.	Pupils learn: about the way we grow and change throughout the human lifecycle	Pupils learn: about the changes that occur during puberty; Differences between girls and	Pupils learn: about human reproduction in the context of the human lifecycle



	<p>development so far and what they know will happen as they get older.</p> <p>Expand their vocabulary by applying names to different family/friend relationships</p> <p>Consider positive/negative behaviour in relationships</p> <p>Resolve conflict and the importance of asking for forgiveness</p>	<p>The biological differences between male and female children</p> <p>Know and appreciate that there are natural life stages from birth to death, and what these are</p>	<p>About the biological differences between male and female animals and their role in the life cycle</p> <p>About growing from young to old and that they are growing and changing</p> <p>That everybody needs to be cared for and ways in which they care for others</p> <p>About different types of families</p>	<p>Different types of relationships</p> <p>When and why our actions can feel bad and how to make changes to make others happy.</p> <p>Look at the beginning of the life cycle – life before birth, how a baby grows in the womb.</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p>	<p>about the physical changes associated with puberty</p> <p>about the impact of puberty on physical hygiene and strategies for managing this</p> <p>how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>strategies to deal with feelings in the context of relationships</p> <p>to answer each other's questions about puberty with confidence</p>	<p>boys changes in puberty</p> <p>about menstruation and wet dreams; deeper insight into making babies and the role of menstruation in the cycle.</p> <p>to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Self-talk to reduce pressures from ourselves.</p> <p>Recognising pressure in different forms and how to resist whilst understanding how to respect others; Consent and bodily autonomy; right to say no</p>	<p>how a baby is made and grows (conception and pregnancy)</p> <p>Basic and scientific facts about sexual intercourse, the physical, moral, emotional and spiritual implications, and the Christian viewpoint of saving sex for marriage.</p> <p>about roles and responsibilities of carers and parents</p> <p>to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pornography: differences between harmful and harmless videos and images; their impact; ways to combat and deal with viewing harmful videos and images</p>
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