

Progression Map



<p><u>Essential Knowledge for</u></p> <ul style="list-style-type: none"> Understanding the fundamental British Values (democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs). Knowledge of their health and wellbeing. Knowledge of different relationships. Knowledge of living in the wider world. 	<p><u>Essential Skills for a</u></p> <ul style="list-style-type: none"> To be an effective communicator by listening to others and sharing their views and opinions. To listen to the views of others without judgement. To be a critical thinker, be curious and ask questions. To be able to emotionally support themselves and others through changes. 			
	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Relationships</p> <p>Pupils should be taught:</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>How to recognise and manage emotions within a range of relationships.</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>How to respond to risky or negative relationships and ask for help.</p>	<p>Children can identify and name some feelings (teacher modelling the facial expressions / songs / verbally).</p> <p>Vocabulary:</p> <p>Mum, dad, sister, brother, grandparents,</p>	<p>Year 1:</p> <p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p> <p>Year 2:</p> <p>Children can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (for example talking about fairness).</p> <p>They can set themselves simple goals.</p> <p>Vocabulary:</p> <p>Year 1:</p>	<p>Year 3:</p> <p>Children can demonstrate that they recognise their own worth and that of others.</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>Year 4:</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p> <p>They know what a friend is and does and how to cope with some friendship problems.</p> <p>Vocabulary:</p> <p>Year 3:</p>	<p>Year 5:</p> <p>They can identify ways to face new challenges.</p> <p>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.</p> <p>Year 6:</p> <p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>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.</p> <p>They can talk about a range of jobs and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to look after and save money.</p>

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<p>How to respect equality and diversity in relationships?</p>	<p>auntie, uncle, sharing, bullying and family.</p>	<p>Kindness, fairness, relationship, feelings, Sharing and name-calling.</p> <p>Year 2:</p> <p>Opinion, listening, caring and teasing.</p>	<p>Communication, co-operation, relationship, friendship, self-esteem, aggressive, negative/positive, behaviour, tolerance and anonymous.</p> <p>Year 4:</p> <p>Consideration, peer-pressure, resilience, persistence, cyberbullying, bystander, empathy, diversity and consequences.</p>	<p>Vocabulary:</p> <p>Year 5:</p> <p>Collaboration, prejudice, conflict resolution boundaries, gender discrimination, permission, seeking.</p> <p>Year 6:</p> <p>Physical contact, racial discrimination, confidentiality, respect, prejudice, conflict resolution, boundaries, consent, intercourse, communication and appropriate/inappropriate.</p>
<p>Health & wellbeing</p> <p>Pupils should be taught: What is meant by a healthy lifestyle? How to maintain physical, mental and emotional health and wellbeing. How to manage risks to physical and emotional health and wellbeing.</p>	<p>Teacher model basics of hand hygiene / tooth brushing.</p> <p>Name and recognise some of the main body parts.</p>	<p>Year 1: Children can explain ways of keeping clean and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p> <p>Year 2: Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p>	<p>Year 3: Children can make choices about how to develop healthy lifestyles.</p> <p>Children can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situations.</p> <p>Year 4: They can list the commonly available substances and drugs that are legal and</p>	<p>Year 5: They can identify some factors that affect emotional health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations.</p> <p>Year 6: They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p>

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<p>Ways of keeping physically and emotionally safe.</p> <p>Managing change, including puberty, transition and loss.</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>How to respond in an emergency.</p> <p>To identify different influences on health and wellbeing.</p>	<p>Vocabulary:</p> <p>Boy, girl, family, different, same, face, skin, hair, body, like, don't like, clean, smelly, sponge, towel, hands, washing, brushing teeth, getting dressed, undress and safe/unsafe.</p>	<p>Vocabulary:</p> <p>Year 1</p> <p>Physical, behaviour, safety, gender, characteristics, dislike, respect, private parts, new-born, baby, toddler, child, teenager, adult, comfortable, uncomfortable and rules.</p> <p>Year 2:</p> <p>healthy eating, physical activity, risk, opinion, similar, sex, gender, male, female body parts, diet, tolerance, offspring, elderly, normal, emotions, feelings, emergency, penis and vagina.</p>	<p>illegal and can describe some of the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p> <p>Vocabulary:</p> <p>Year 3:</p> <p>Fostering, young carer, physical, mental, Mutual, responsibility, appropriate, internet safety, consideration, hygiene, goal and consequences.</p> <p>Year 4:</p> <p>Lifestyle, unexplainable, wellbeing, Isolation, loneliness, harmful, self-care, limited, benefit, physical/emotional change, privacy, marriage, love, target, achievement, hygiene, medicines and nutrition.</p>	<p>They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.</p> <p>Vocabulary:</p> <p>Year 5:</p> <p>Puberty, menstruation, menstrual cycle, sanitary towel, tampon, periods, cycle, protection, hair, pubic hair, armpit/underarm, deodorant, bra, breasts, sweat, gestation period, pregnancy, sperm, ovum, fertilisation, egg, misunderstanding, substance misuse, medicine, alcohol, drugs, tobacco, aspiration, reproduction and birth.</p> <p>Year 6:</p> <p>Peer pressure, negative pressure, conception, foetus, umbilical cord, ovary/ovaries, fallopian tube, wet dream, erection, ejaculation, embryo, genital, organ, mature, testicles, reproductive organs, bereavement, transition and abuse.</p>
<p>Living in the wider world</p> <p>Pupils should be taught:</p>	<p>Children can describe who is in their family.</p> <p>Children can identify those who help them.</p>	<p>Year 1:</p>	<p>Year 3:</p>	<p>Year 5:</p> <p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p>

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<p>About respect for self and others and the importance of responsible behaviours and actions.</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>About different groups and communities.</p> <p>To respect equality and to be a productive member of a diverse community.</p> <p>About the importance of respecting and protecting the environment.</p> <p>About where money comes from, keeping it safe and the</p>	<p>Vocabulary:</p> <p>Good/bad choice, school rules, local area, money, notes, coins and bank.</p>	<p>Children can explain different ways that family and friends should care for one another.</p> <p>Year 2:</p> <p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p> <p>Vocabulary:</p> <p>Year 1:</p> <p>Right/wrong, fair/unfair, rules, borrowing, making choices, jobs, fact/opinion and same/different.</p>	<p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds).</p> <p>Year 4:</p> <p>They can describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>They can identify different types of relationship (for example marriage or friendships) and can show ways to maintain good relationships (for example listening, supporting, caring).</p> <p>Introduce LGBT relationships (earlier if children bring it up).</p> <p>Vocabulary:</p> <p>Year 3:</p>	<p>Year 6:</p> <p>They can describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Vocabulary:</p> <p>Year 5:</p> <p>Democracy, sovereignty, dictatorship, government, monarchy, community roles, budget, loan, tax, interest, discount and extremism.</p> <p>Year 6:</p> <p>Anarchy, United Nations, equal rights, human rights, authority, diverse community, financial capability, economic wellbeing, culture, traditions, enterprise, profit/loss and debt/interest.</p>
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<p>importance of managing it effectively.</p> <p>How money plays an important part in people's lives.</p> <p>A basic understanding of enterprise.</p>		<p>Year 2:</p> <p>Making decisions, local environment, spending/saving, beliefs, race and tolerance.</p>	<p>Communities/groups, laws, responsibility, local organisations and charity.</p> <p>Year 4:</p> <p>Discrimination, stereotype, financial management and extreme views.</p>	
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