



St Walburga's Catholic Primary School
Whole School PHRE Progression Overview



EYFS

Early Learning Goal / EYFS Ages and Stages: Understanding the World & Personal, Social & Emotional Development.

The most relevant early years outcomes for RSE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

ELG: People, Culture and Communities

EYFS reforms early adopter framework 15

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

In the Early Years Foundation Stage, PHRE education is about making connections; it's strongly linked to child-led activities, including play. PHRE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Key stage 1	Key stage 2
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Subject Content Overview

During key stages 1 and 2, PHRE (Personal, Health and Relationships Education) offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the EYFS to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PHRE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. Delivering PHRE by covering PSHE objectives combined with statutory guidance Relationships Education (RSE) as part of the Coram ‘SCARF’ Life Education scheme of work. All year groups will follow the same layout of topics as each objective for PSHE/RSE states ‘By the end of Primary, each pupil should:’ therefore the same topics will carry through from EYFS to Year 6. We will use the scheme ‘Ten:Ten’ resources to ensure PHRE curriculum is delivered in line with our Catholic values and with religious context.

Key Stage 1 Subject Content	Key Stage 2 Subject Content
Me and My Relationships Includes feelings/emotions/conflict resolution/friendships	Me and My Relationships Includes feelings/emotions/conflict resolution/friendships
Valuing Difference Includes British Values focus	Valuing Difference Includes British Values focus
Keeping Myself Safe Includes aspects of Relationships Education	Keeping Myself Safe Includes aspects of Relationships Education
Rights and Responsibilities Includes money/living in the wider world/environment	Rights and Responsibilities Includes money/living in the wider world/environment
Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement	Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement
Growing and Changing Includes RSE-related issues	Growing and Changing Includes RSE-related issues including puberty, menstruation and conception
TEN:TEN Resources used for Religious understanding and context.	TEN:TEN Resources used for Religious understanding and context.

This document aims to give guidance on the progression of PHRE knowledge, skills and techniques across the year groups. It can also be used to differentiate work and expectations appropriately for children working above and below ARE.

Teaching Sequence in PHRE – scheme of lessons following the ‘SCARF’ Coram Life Education scheme of work and ‘Ten:Ten’ resources.	<ol style="list-style-type: none"> 1. Teacher delivers input and lesson objective/hook - posing a problem to be discussed/resolved/evaluated. 2. Children discuss and work independently or in groups to share ideas. 3. Teacher and children share ideas and discussion points. 4. Children complete task appropriate to learning outcome. 5. Teacher and children share a selection of final outcomes and discuss resolution to the problem/discussion point.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships	<p>About Me Children can say what makes them special. Children can name people close to them and know who to ask when they need help.</p>	<p>Feelings Children name a variety of different feelings and explain how these might make them behave. Children think of some different ways of dealing with 'not so good' feelings.</p> <p>Getting help Children know when they need help and who to go to for help.</p> <p>Classroom rules Children tell you some different classroom rules.</p> <p>Safe/unsafe touches Children explain what inappropriate touch is and give example.</p>	<p>Bullying and teasing Children tell you some ways that they get help, if they are being bullied and what to do if someone teases them.</p> <p>Our school rules about bullying Children suggest rules that will help to keep them happy and friendly and what will help them keep to these rules. Children also tell you about some classroom rules we have made together.</p> <p>Being a good friend Children give you lots of ideas about what makes a good friend and also tell you how I try to be a good friend.</p> <p>Feelings/ self-regulation Most of the time Children express feelings in a safe, controlled way.</p>	<p>Cooperation Children usually accept the views of others and understand that we don't always agree with each other.</p> <p>Friendships Children give you lots of ideas about what they can do to be a good friend and tell you some different ideas for how they make up with a friend if they've fallen out.</p>	<p>Recognising feelings Children give a lot of examples of how they tell a person is feeling worried just by their body language.</p> <p>Bullying Children say what they could do if someone was upsetting them or if they were being bullied.</p> <p>Assertive skills Children explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>Feelings Children give a range of examples of our emotional needs and explain why they are important.</p> <p>Friendship skills, including compromise Children explain why these qualities are important.</p> <p>Assertive skills Children give a few examples of how to stand up for themselves (be assertive) and say when they might need to use assertiveness skills.</p>	<p>Assertiveness Children explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>Cooperation Children give examples of negotiation and compromise.</p>

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Valuing Difference	<p>Recognising and celebrating difference Children say ways in which people are similar as well as different. Children identify basic similarities and differences and how these should be celebrated. Children can say how to show kindness or be kind.</p>	<p>Recognising, valuing and celebrating difference Children say ways in which people are similar as well as different.</p> <p>Developing tolerance Children say why things sometimes seem unfair, even if they are not.</p>	<p>Being kind and helping others Children say how they could help themselves if they were being left out.</p> <p>Listening Skills Children give a few examples of good listening skills and Children explain why listening skills help to understand a different point of view.</p> <p>Recognising, valuing and celebrating difference Children say ways in which people are similar as well as different and how to respect others.</p>	<p>Recognising and respecting diversity Children give examples of different community groups and what is good about having different groups.</p> <p>Being respectful and tolerant Children talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>Recognising and celebrating difference, including religions and cultural differences Children say a lot of ways that people are different, including religious or cultural differences.</p> <p>Understanding and challenging stereotypes Children explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>Recognising and celebrating difference, including religions and cultural differences Children give examples of different faiths and cultures and positive things about having these differences.</p> <p>Influence and pressure of social media Children explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>Recognising and reflecting on prejudice-based bullying Children reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Understanding Bystander behaviour Children explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping Myself Safe	<p>Keeping my body safe Children can say what is safe to go onto their body and into their body (eg. Medicine, healthy foods)</p> <p>People who help to keep us safe Children know who can keep them safe.</p>	<p>How our feelings can keep us safe Children say what they can do if they have strong, but not so good feelings, to help them stay safe (eg. sad - talk to someone).</p> <p>Keeping healthy Children give examples of how to keep themselves healthy.</p> <p>Medicine safety Children say when medicines might be harmful (eg. overdose, if not needed, another person's medicine, etc.)</p>	<p>Safe and unsafe secrets Children give some examples of safe and unsafe secrets and Children think of safe people who can help if something feels wrong.</p> <p>Appropriate touch Children give other examples of touches that are ok or not ok (even if they haven't happened to them) and Children identify a safe person to tell if they feel 'not OK' about something.</p> <p>Medicine safety Children explain that medicine can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p>Managing risk Children say what they could do to make a situation less risky or not risky at all.</p> <p>Drugs and their risks Children say why medicines can be helpful or harmful.</p> <p>Staying safe online Children tell you a few things about keeping their personal details safe online. Children explain why information they see online might not always be true.</p>	<p>Managing risk Children give examples of people or things that might influence someone to take risks (eg. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>Understanding the norms of drug use (cigarette and alcohol use) Children say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>Influences Children give examples of positive and negative influences, including things that could influence them when making decisions.</p>	<p>Managing risk, including staying safe online Children give examples of things that might influence a person to take risks online. Children explain that they have a choice.</p> <p>Norms around use of legal drugs (tobacco, alcohol) Children say the percentage of people aged 11-15 years old that smoke in the UK (3%) and Children give reasons why some people think it's a lot more than this.</p>	<p>Emotional needs Children explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>Staying safe online Children explain some ways of making sure that they keep themselves safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>Drugs: norms and risks (including the law) Children explain why some people believe that more young people drink alcohol than actually do. (misperceive the norm).</p>

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Rights and Responsibilities	<p>Looking after things: friends, environment, money Children say how they can look after their friends and family (eg. Kindness). Children know how they can look after the class room and environment (eg. Tidy up).</p>	<p>Looking after things Children give some examples of how they look after themselves and their environment - at school or at home. Children also say some ways that we look after money.</p>	<p>Cooperation and self-regulation Children give examples of when they've used some of these ideas to help when Children are not settled.</p> <p>Decisions about spending money Children give examples of these decisions and how they might relate to them.</p>	<p>Skills we need to develop as we grow up Children say some ways of checking whether something is a fact or just an opinion.</p> <p>Helping and being helped Children say how they can help the people who help them, and how they can do this. Children give an example of this.</p> <p>Decisions about lending, borrowing and spending Children explain that local councils have to make decisions about how money is spent on things we need in the community. Children also give examples of some of the things they have to allocate money for.</p>	<p>Making a difference (different ways of helping others or the environment) Children explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour.</p> <p>Media influence Children explain how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p>	<p>Rights and responsibilities Children give examples of some of the rights and related responsibilities they have as they grow older, at home and school. Children also give real examples of each that relate to them.</p> <p>Rights and responsibilities relating to my health Children give a few different examples of things that they are responsible for to keep themselves healthy.</p> <p>Earning and saving money Children explain the advantages and disadvantages of different ways of saving money.</p>	<p>Understanding media bias, including social media Children explain why people might do this (why they are only showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>Caring: communities and the environment Children explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p>

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Being my Best	<p>Growth Mindset Children say who to ask and where to go if they find something difficult, building on resilience skills.</p> <p>Keeping Healthy Children say why we need to eat food and name some healthy foods. Children say why we need to move and exercise regularly.</p>	<p>Growth Mindset Children name a few different ideas of what Children do if they find something difficult.</p> <p>Keeping healthy Children say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p>Looking after my body Children name different parts of their body that are inside them that help to turn food into energy. Children know what they need to get energy.</p> <p>Growth Mindset Children explain how setting a goal or goals will help them to achieve what they want to be able to do.</p>	<p>Keeping myself healthy Children give a few examples of things that they can take responsibility for in relation to their health and give an example of something that they've done which shows this.</p> <p>Celebrating and developing my skills Children explain and give an example of a skill or talent that they've developed and the goal-setting that they've already done (or plan to do) in order to improve it.</p>	<p>Having choices and making decisions about my health Children give a few examples of different things that they do already that help to them keep healthy.</p> <p>Taking care of my environment Children give different examples of some of the things that they do already to help look after their environment.</p>	<p>Growing independence and taking responsibility Children give an example of when they have had increased independence and how that has also helped them to show responsibility.</p> <p>Media awareness and safety Children name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>Aspirations and goal setting Children tell you how they can overcome problems and challenges on the way to achieving their goals.</p> <p>Managing risk Children give examples of an emotional risk and a physical risk.</p> <p>Basic First Aid</p>

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Growing and Changing	<p>Changes Children understand that there are changes in seasons and all living things like plants, animals and humans. Children know that they will be growing and changing and they understand that they have changed since they were born.</p>	<p>Getting help Children identify an adult they can talk to at both home and school if they need help.</p> <p>Becoming independent Children tell you some things they can do now that they couldn't do when they were a toddler.</p> <p>Body parts Children tell you what some of their body parts do.</p>	<p>Life cycles Children tell you who helps us grow (people who look after us) and what things they can now do themselves that they couldn't do when they were younger.</p> <p>Dealing with loss Children give examples of how it feels when you have to say goodbye to someone or something (eg. move house).</p> <p>Being supportive Children give examples of how to give feedback to someone.</p>	<p>Relationships Children name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>Keeping safe Children identify when someone hasn't been invited into their body space and show how they can be assertive in asking them to leave if they feel uncomfortable.</p>	<p>Body changes during puberty Children label some parts of the body that only boys have and only girls have.</p> <p>Managing difficult feelings Children list some of the reasons why a teenager might have these difficult feelings (eg. conflict with parents).</p> <p>Relationships including marriage Children tell you why people get married.</p>	<p>Managing difficult feelings Children explain what resilience is and how it can be developed.</p> <p>Managing change Children list ways that they can prepare for changes (eg. to get the facts, talk to someone).</p> <p>Getting help Children are able to identify when they need help and can identify trusted adults in their life who can help them.</p> <p>Menstruation Children tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p>	<p>Keeping safe Children give an example of a secret that should be shared with a trusted adult.</p> <p>Body Image Children tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>Self-esteem Children give examples of other ways in which the way a person feels about themselves can be affected (eg. images of celebrities).</p>