



# Bury and Whitefield

## JEWISH PRIMARY SCHOOL

### PSHE and RSE

### Progression Map

*These should be used to recap and revisit learning from previous years, during 'Flashback' time. This will enable stronger schema to be built, supporting our children to remember key facts.*

#### Our Curriculum Celebrates

Resilience  
Creativity  
Critical Thinking  
Curiosity  
Challenge  
Culture

### One Decision: Staying Safe

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• To know to stay with adults when crossing the road.</li> <li>• To begin to say some of the things they can do to cross the road safely.</li> <li>• To know that there are some people who can help to keep us safe.</li> <li>• To understand that fire is dangerous.</li> <li>• To know some of the ways to keep safe around bonfires.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why it is important to stay safe when crossing the road.</li> <li>• To be able to recognise a range of safe places to cross the road.</li> <li>• To understand the differences between safe and risky choices.</li> <li>• To know different ways to help us stay safe.</li> <li>• To know the reasons to make sure your laces are tied.</li> <li>• To learn how to tie up laces properly.</li> <li>• To know rules to keep yourself and others safe.</li> <li>• To understand the differences between safe and risky choices.</li> </ul>	<ul style="list-style-type: none"> <li>• To know ways to keep yourself and others safe.</li> <li>• To be able to recognise risky situations.</li> <li>• To be able to identify trusted adults around you.</li> <li>• To understand the differences between safe and risky choice.</li> <li>• To be able to recognise a range of warning signs.</li> <li>• To be able to spot the dangers we may find at home.</li> <li>• To know the importance of listening to our trusted adults.</li> <li>• To be able to understand ways we can keep ourselves and others safe at home.</li> <li>• To know the differences between safe and risky choices.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify strategies we can use to keep ourselves and others safe.</li> <li>• To recognise the impact and possible consequences of an accident or incident.</li> <li>• To identify what is a risky choice.</li> <li>• To create a set of rules for and identify ways of keeping safe.</li> <li>• To recognise ways to manage peer pressure.</li> <li>• To explain the potential outcomes that may happen when we take risks.</li> <li>• To recognise the impact and possible consequences of an accident or incident.</li> <li>• To identify a range of danger signs.</li> <li>• To develop and name strategies that can help keep ourselves and others safe.</li> </ul>

One Decision: Keeping Healthy				
EYFS	KS1	LKS2	UKS2	
<ul style="list-style-type: none"> <li>To know when and how to wash hands properly.</li> <li>To understand that washing hands helps to get rid of germs.</li> <li>To know that it is important to keep our bodies and minds healthy.</li> <li>To explain some of the ways which they can help the health of their body and mind.</li> <li>To know that a variety of foods are important in a balanced diet.</li> <li>To know that brushing teeth is important to get rid of germs,</li> <li>To be able to brush teeth.</li> </ul>	<ul style="list-style-type: none"> <li>To understand why we need to wash our hands.</li> <li>To know how germs are spread and how they can affect our health.</li> <li>To be able to practise washing your hands.</li> <li>To know the differences between healthy and unhealthy choices.</li> <li>To know that food is needed for our bodies to be healthy and to grow.</li> <li>To understand that some foods are better for good health than others.</li> <li>To be able to list different types of healthy food.</li> <li>To understand how to keep yourself and others healthy.</li> <li>To know the differences between healthy and unhealthy choices.</li> <li>To understand why we need to brush our teeth.</li> <li>To be able to practise brushing your teeth.</li> <li>To know the differences between healthy and unhealthy choices.</li> <li>To be able to develop strategies to help you remember to brush your teeth.</li> </ul>	<ul style="list-style-type: none"> <li>To know, understand, and be able to practise simple safety rules about medicine.</li> <li>To understand when it is safe to take medicine.</li> <li>To know who we can accept medicine from.</li> <li>To understand the differences between healthy and unhealthy choices.</li> <li>To explain what is meant by a balanced diet and plan a balanced meal.</li> <li>To recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.</li> <li>To understand nutritional information on packaged food and explain what it means.</li> <li>To describe different ways to maintain a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>To explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>To describe how smoking can affect your immediate and future health and wellbeing.</li> <li>To give reasons why someone might start and continue to smoke.</li> <li>To identify and use skills and strategies to resist any pressure to smoke.</li> <li>To identify what is a risky choice.</li> <li>To identify the risks associated with alcohol.</li> <li>To describe how alcohol can affect your immediate and future health.</li> <li>To develop and recognise skills and strategies to keep safe.</li> </ul>	
One Decision: Relationships/Growing and Changing				
EYFS	KS1	LKS2	Year 5	Year 6
<ul style="list-style-type: none"> <li>To begin to understand that certain behaviours are friendly, i.e. sharing.</li> <li>To say some of the ways in which they are a good friend.</li> <li>To begin to find resolutions to their disagreements with others.</li> <li>To understand what kindness, caring and respectful means.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to be a good friend.</li> <li>To be able to recognise kind and thoughtful behaviours.</li> <li>To understand the importance of caring about other people's feelings.</li> <li>To be able to see a situation from another person's point of view.</li> <li>To be able to name a range of feelings.</li> <li>To understand why we should care about other people's feelings.</li> <li>To be able to see and understand bullying behaviours.</li> <li>To know how to cope with these bullying behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between appropriate and inappropriate touch.</li> <li>To know why it is important to care about other people's feelings.</li> <li>To understand personal boundaries.</li> <li>To know who and how to ask for help.</li> <li>To be able to name human body parts.</li> <li>To identify the different types of relationships we can have and describe how these can change as we grow.</li> <li>To explain how our families support us and how we can support our families.</li> </ul>	<ul style="list-style-type: none"> <li>To explain what puberty means.</li> <li>To describe the changes that boys and girls may go through during puberty.</li> <li>To identify why our bodies go through puberty.</li> <li>To develop coping strategies to</li> </ul>	<ul style="list-style-type: none"> <li>To explain the terms 'conception' and 'reproduction'.</li> <li>To describe the function of the female and male reproductive systems.</li> <li>To identify the various ways adults can have a child.</li> </ul>

	<ul style="list-style-type: none"> <li>To be able to recognise and name a range of feelings.</li> <li>To understand that feelings can be shown without words.</li> <li>To be able to see a situation from another person's point of view.</li> <li>To understand why it is important to care about other people's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>To identify how relationships can be healthy or unhealthy.</li> <li>To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</li> </ul>	<p>help with the different stages of puberty.</p> <ul style="list-style-type: none"> <li>To identify who and what can help us during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>To explain various different stages of pregnancy.</li> <li>To identify the laws around consent.</li> </ul>
One Decision: Being Responsible				
EYFS	KS1	LKS2	UKS2	
<ul style="list-style-type: none"> <li>To understand the rules and expectations of the school.</li> <li>To know which behaviours show they are ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>To know how you can help people around you.</li> <li>To understand the types of things you are responsible for.</li> <li>To know how and understand the importance of preventing accidents.</li> <li>To be able to recognise the differences between being responsible and being irresponsible.</li> <li>To be able to name ways you can improve in an activity or sport.</li> <li>To understand the importance of trying hard and not giving up.</li> <li>To be able to see the benefits of practising an activity or sport.</li> <li>To be able to learn ways to set goals and work to reach them.</li> <li>To know how you can help other people.</li> <li>To be able to recognise kind and thoughtful behaviours and actions.</li> <li>To understand the risks of talking to people you don't know very well in the community.</li> <li>To be able to identify the differences between being responsible and being irresponsible.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the differences between borrowing and stealing.</li> <li>To be able to describe how you might feel if something of yours is borrowed and not returned.</li> <li>To know why it is wrong to steal.</li> <li>To be able to understand the differences between being responsible and irresponsible.</li> <li>To recognise the importance of behaving in a responsible manner in a range of situations.</li> <li>To describe a range of situations where being on time is important.</li> <li>To explain the importance of having rules in the home.</li> <li>To describe ways that behaviour can be seen to be sensible and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise why we should take action when someone is being unkind.</li> <li>To describe caring and considerate behaviour, including the importance of looking out for others.</li> <li>To demonstrate why it is important to behave in an appropriate and responsible way.</li> <li>To identify how making some choices can impact others' lives in a negative way.</li> <li>To explain what consent means.</li> <li>To recognise the importance of being honest and not stealing.</li> <li>To explain why it is important to have a trusting relationship between friends and family.</li> <li>To identify how making some choices can impact others' lives in a negative way.</li> </ul>	
One Decision: Feelings and Emotions				
EYFS	KS1	LKS2	UKS2	
<ul style="list-style-type: none"> <li>To recognise and name some of the emotions that they are feeling.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and name emotions and their physical effects.</li> <li>To know the difference between pleasant and unpleasant emotions.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and name emotions and their physical effects.</li> <li>To know the difference between pleasant and unpleasant emotions.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant.</li> </ul>	

<ul style="list-style-type: none"> <li>To begin to explain why they are feeling a particular emotion.</li> <li>To know some simple strategies to support them in regulating their own emotions.</li> </ul>	<ul style="list-style-type: none"> <li>To learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>To understand that feelings can be communicated with and without words.</li> <li>To be able to recognise and name emotions and their physical effects.</li> <li>To know the difference between pleasant and unpleasant emotions.</li> <li>To learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>To understand that feelings can be communicated with and without words.</li> <li>To be able to recognise and name emotions and their physical effects.</li> <li>To know the difference between pleasant and unpleasant emotions.</li> <li>To learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>To understand that feelings can be communicated with and without words.</li> </ul>	<ul style="list-style-type: none"> <li>To learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>To understand that feelings can be communicated with and without words.</li> <li>To recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good.</li> <li>To describe how we can support others who feel lonely, jealous or upset.</li> <li>To recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves or others.</li> <li>To demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how feelings can be communicated with or without words.</li> <li>To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</li> <li>To demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger.</li> <li>To recognise our thoughts, feelings, and emotions.</li> <li>To identify how we can reduce our feeling of worry.</li> <li>To explain how we can support others who feel worried.</li> <li>To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.</li> </ul>
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**One Decision: Computer Safety**

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>To know that we should only use the internet when with a trusted grown up.</li> <li>To know to ask a trusted grown up for help before clicking on anything they do not understand.</li> <li>To understand that some things on the internet and apps are not appropriate for them to use.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how your online actions can affect others.</li> <li>To be able to identify the positives and negatives of using technology.</li> <li>To know who and how to ask for help.</li> <li>To be able to recognise kind and unkind comments.</li> <li>To be able to list rules for keeping and staying safe.</li> <li>To understand how your online activity can affect others.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify possible dangers and consequences of talking to strangers online.</li> <li>To know how to keep safe in online chatrooms.</li> <li>To be able to name the positives and negatives of using technology.</li> <li>To understand the difference between safe and risky choices online.</li> <li>To recognise the key values that are important in positive online relationships.</li> </ul>	<ul style="list-style-type: none"> <li>To list reasons for sharing images online.</li> <li>To identify rules to follow when sharing images online.</li> <li>To describe the positive and negative consequences of sharing images online.</li> <li>To recognise possible influences and pressures to share images online.</li> <li>To list the key applications that we may use now and in the future.</li> <li>To know and understand why some applications have age restrictions.</li> </ul>

		<ul style="list-style-type: none"> <li>To identify the feelings and emotions that may arise from online bullying.</li> <li>To develop coping strategies to use if we or someone we know is being bullied online.</li> <li>To identify how and who to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>To identify ways to keep yourself and others safe in a range of situations online and offline.</li> <li>To recognise that people may not always be who they say they are online</li> </ul>
<b>One Decision: Our World/The Working World</b>			
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<ul style="list-style-type: none"> <li>To talk about some of the changes that happen from being a baby to a child in early years.</li> <li>To know which people are special to us.</li> <li>To talk about our families.</li> <li>To know that all families are different.</li> <li>To understand the importance of looking after the things in our classroom.</li> <li>To know some of the ways in which we can look after our environment.</li> <li>To say some of the things that we can do to look after living things.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the needs of a baby.</li> <li>To be able to recognise what you can do for yourself now you are older.</li> <li>To be able to describe the common features of family life.</li> <li>To be able to recognise the ways in which your family is special and unique.</li> <li>To understand why we should look after living things.</li> <li>To be able to identify how we can look after living things both inside and outside of the home.</li> <li>To recognise why it is important to keep our communities and countryside clean.</li> <li>To be able to encourage others to help keep their communities and countryside clean.</li> <li>To understand different ways we can receive money.</li> <li>To know how to keep money safe.</li> <li>To be able to describe the skills you may need in a future job or career.</li> <li>To be able to recognise the differences between wants and needs.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to explain the meaning of reduce, reuse, and recycle.</li> <li>To recognise how we can help look after our planet.</li> <li>To be able to identify how to reduce the amount of water and electricity we use.</li> <li>To understand how we can reduce our carbon footprint.</li> <li>To identify ways in which we can help those who look after us.</li> <li>To explain the positive impact of our actions.</li> <li>To describe the ways in which we can contribute to our home, school, and community.</li> <li>To identify the skills we may need in our future job roles.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and explain why people might want to save money.</li> <li>To identify ways in which you can help out at home.</li> <li>To budget for items you would like to buy.</li> <li>To recognise ways to make money and the early stages of enterprise.</li> <li>To know and understand various money-related terms.</li> <li>To recognise some of the ways in which we can spend money via technology.</li> <li>To describe the potential impact of spending money without permission.</li> <li>To identify strategies to save money</li> </ul>
<b>One Decision: Hazard Watch</b>			
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
	<ul style="list-style-type: none"> <li>To know what items are safe to play with and what items are unsafe to play with.</li> <li>To be able to name potential dangers in different environments.</li> <li>To know what food and drink items are safe or unsafe to eat or drink.</li> </ul>		

	<ul style="list-style-type: none"> <li>To be able to name dangers that can affect others, for example younger siblings.</li> </ul>		
<b>One Decision: A World Without Judgement</b>			
<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
		<ul style="list-style-type: none"> <li>To recognise positive attributes in others.</li> <li>To explain why being different is okay.</li> <li>To recognise your own strengths and goals and understand that these may be different from those around you.</li> <li>To identify some of the ways we can overcome barriers and promote equality.</li> </ul>	<ul style="list-style-type: none"> <li>To identify some of the ways in which we are different and unique.</li> <li>To explain some of the elements which help us to have a diverse community.</li> <li>To describe strategies to overcome barriers and promote diversity and inclusion.</li> <li>To understand that there are a wide range of religions and beliefs in the UK.</li> <li>To explain each of the British values.</li> <li>To create a range of values for your educational setting.</li> <li>To explain how all religions can live in cohesion.</li> </ul>