



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: Keeping/Staying Safe

EYFS	KS1	LKS2	UKS2
- To know to stay with adults when crossing the road. - To begin to say some of the things they can do to cross the road safely. - To know that there are some people who can help to keep us safe. - To understand that fire is dangerous. - To know some of the ways to keep safe around bonfires.	- To understand why it is important to stay safe when crossing the road. - To be able to recognise a range of safe places to cross the road. - To understand the differences between safe and risky choices. - To know different ways to help us stay safe. - To know the reasons to make sure your laces are tied. - To learn how to tie up laces properly. - To know rules to keep yourself and others safe. - To begin to understand the differences between safe and risky choices.	- To be able to recognise risky situations. - To be able to identify trusted adults around you. - To understand the differences between safe and risky choice. - To be able to recognise a range of warning signs. - To be able to spot the dangers we may find at home. - To know the importance of listening to our trusted adults. - To be able to understand ways we can keep ourselves and others safe at home. - Recognise the impact and possible consequences of an accident or incident	- To identify strategies, we can use to keep ourselves and others safe. - To recognise the impact and possible consequences of an accident or incident. - To identify what is a risky choice. - To create a set of rules for and identify ways of keeping safe. - To recognise ways to manage peer pressure. - To explain the potential outcomes that may happen when we take risks. - To recognise the impact and possible consequences of an accident or incident. - To identify a range of danger signs. - To develop and name strategies that can help keep ourselves and others safe.

One Decision: Keeping/Staying Healthy			
EYFS	KS1	LKS2	UKS2
- To know when and how to wash hands properly. - To understand that washing hands helps to get rid of germs. - To know that it is important to keep our bodies and minds healthy. - To explain some of the ways which they can help the health of their body and mind. - To know that a variety of foods are important in a balanced diet. - To know that brushing teeth is important to get rid of germs, - To be able to brush teeth.	- To understand why we need to wash our hands. - To know how germs are spread and how they can affect our health. - To be able to practise washing your hands. - To know the differences between healthy and unhealthy choices. - To know that food is needed for our bodies to be healthy and to grow. - To understand that some foods are better for good health than others. - To understand how to keep yourself and others healthy. - To know the differences between healthy and unhealthy choices. - To understand why we need to brush our teeth. - To be able to practise brushing your teeth. - To know the differences between healthy and unhealthy choices. - To be able to develop strategies to help you remember to brush your teeth.	- To know, understand, and be able to practise simple safety rules about medicine. - To understand when it is safe to take medicine. - To know who we can accept medicine from. - To understand the differences between healthy and unhealthy choices. - To explain what is meant by a balanced diet and plan a balanced meal. - To recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older. - To understand nutritional information on packaged food and explain what it means. - To describe different ways to maintain a healthy lifestyle.	- To explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. - To describe how smoking can affect your immediate and future health and wellbeing. - To give reasons why someone might start and continue to smoke. - To identify and use skills and strategies to resist any pressure to smoke. - To identify what is a risky choice. - To identify the risks associated with alcohol. - To describe how alcohol can affect your immediate and future health. - To develop and recognise skills and strategies to keep safe.
One Decision: Relationships/Growing and Changing			
EYFS	KS1	LKS2	UKS2
- To begin to understand that certain behaviours are friendly, i.e. sharing. - To say some of the ways in which they are a good friend.	- To understand how to be a good friend. - To be able to recognise kind and thoughtful behaviours. - To understand the importance of caring about other people's feelings.	- To understand the difference between appropriate and inappropriate touch. - To know why it is important to care about other people's feelings. - To understand personal boundaries.	- To explain what puberty means. - To describe the changes that boys and girls may go through during puberty. - To identify why our bodies, go through puberty.

- To begin to find resolutions to their disagreements with others. - To understand what kindness, caring and respectful means.	- To be able to see a situation from another person's point of view. - To be able to name a range of feelings. - To understand why we should care about other people's feelings. - To be able to see and understand bullying behaviours. - To know how to cope with these bullying behaviours. - To be able to recognise and name a range of feelings. - To understand that feelings can be shown without words. - To be able to see a situation from another person's point of view. - To understand why it is important to care about other people's feelings.	- To know who and how to ask for help. - To be able to name human body parts. - To identify the different types of relationships we can have and describe how these can change as we grow. - To explain how our families support us and how we can support our families. - To identify how relationships can be healthy or unhealthy. - To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.	- To develop coping strategies to help with the different stages of puberty. - To identify who and what can help us during puberty. (Science) - To explain the terms 'conception' and 'reproduction'. (Science) - To describe the function of the female and male reproductive systems. (Science) - To identify the various ways adults can have a child. - To explain various different stages of pregnancy. - To identify the laws around consent.
One Decision: Being Responsible			
EYFS	KS1	LKS2	UKS2
- To understand the rules and expectations of the school. - To know which behaviours show they are ready to learn.	- To know how you can help people around you. - To understand the types of things you are responsible for. - To know how and understand the importance of preventing accidents. - To be able to recognise the differences between being responsible and being irresponsible. - To be able to name ways you can improve in an activity or sport. - To understand the importance of trying hard and not giving up. - To be able to see the benefits of practising an activity or sport.	- To understand the differences between borrowing and stealing. - To be able to describe how you might feel if something of yours is borrowed and not returned. - To know why it is wrong to steal. - To be able to understand the differences between being responsible and irresponsible. - To recognise the importance of behaving in a responsible manner in a range of situations. - To describe a range of situations where being on time is important.	- To recognise why we should take action when someone is being unkind. - To describe caring and considerate behaviour, including the importance of looking out for others. - To demonstrate why it is important to behave in an appropriate and responsible way. - To identify how making some choices can impact others' lives in a negative way. - To explain what consent means. - To recognise the importance of being honest and not stealing.

	• To be able to learn ways to set goals and work to reach them. • To know how you can help other people. • To be able to recognise kind and thoughtful behaviours and actions. • To understand the risks of talking to people you don't know very well in the community. • To be able to identify the differences between being responsible and being irresponsible.	• To explain the importance of having rules in the home. • To describe ways that behaviour can be seen to be sensible and responsible.	• To explain why it is important to have a trusting relationship between friends and family. • To identify how making some choices can impact others' lives in a negative way.
One Decision: Feelings and Emotions			
EYFS	KS1	LKS2	UKS2
• To recognise and name some of the emotions that they are feeling. • To begin to explain why they are feeling a particular emotion. • To know some simple strategies to support them in regulating their own emotions.	• To be able to recognise and name emotions and their physical effects. • To know the difference between pleasant and unpleasant emotions. • To learn a range of skills for coping with unpleasant/uncomfortable emotions. • To understand that feelings can be communicated with and without words. • To be able to recognise and name emotions and their physical effects. • To know the difference between pleasant and unpleasant emotions. • To learn a range of skills for coping with unpleasant/uncomfortable emotions. • To understand that feelings can be communicated with and without words.	• To be able to recognise and name emotions and their physical effects. • To know the difference between pleasant and unpleasant emotions. • To learn a range of skills for coping with unpleasant/uncomfortable emotions. • To understand that feelings can be communicated with and without words. • To recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good. • To describe how we can support others who feel lonely, jealous or upset. • To recognise that we can choose how we act on our emotions and understand that our choices and	• To recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant. • To explain how feelings can be communicated with or without words. • To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people. • To demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger. • To recognise our thoughts, feelings, and emotions. • To identify how we can reduce our feeling of worry.

	- To be able to recognise and name emotions and their physical effects. - To know the difference between pleasant and unpleasant emotions. - To learn a range of skills for coping with unpleasant/uncomfortable emotions. - To understand that feelings can be communicated with and without words.	actions can affect ourselves or others. To demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.	- To explain how we can support others who feel worried. - To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.
One Decision: Computer Safety			
EYFS	KS1	LKS2	UKS2
- To know that we should only use the internet when with a trusted grown up. - To know to ask a trusted grown up for help before clicking on anything they do not understand. - To understand that some things on the internet and apps are not appropriate for them to use.	- To understand how your online actions can affect others. - To be able to identify the positives and negatives of using technology. - To know who and how to ask for help. - To be able to recognise kind and unkind comments. - To be able to list rules for keeping and staying safe. - To understand how your online activity can affect others. - Recognise that we should not share personal information online. - Understand that we should be kind and respectful when using technology. - Identify when it is important to ask a trusted adult before downloading apps or sharing images - Explain that people online may not always be who they say they are.	- To be able to identify possible dangers and consequences of talking to strangers online. - To know how to keep safe in online chatrooms. - To be able to name the positives and negatives of using technology. - To understand the difference between safe and risky choices online. - Identify possible dangers and consequences of talking to strangers online. - Know how to keep safe in online chatrooms. - Name the positives and negatives of using technology. - Understand the difference between safe and risky choices online. - Recognise the key values that are important in positive online relationships. - Explain the feelings and emotions that may arise from online bullying.	- To list reasons for sharing images online. - To identify rules to follow when sharing images online. - To describe the positive and negative consequences of sharing images online. - To recognise possible influences and pressures to share images online. - To list the key applications that we may use now and in the future. - To know and understand why some applications have age restrictions. - To identify ways to keep yourself and others safe in a range of situations online and offline. - To recognise that people may not always be who they say they are online - List reasons for sharing images online. - Identify rules to follow when sharing images online.

		• Develop coping strategies to use if we or someone we know is being bullied online. • Identify how and who to ask for help.	• Describe the positive and negative consequences of sharing images online. • Recognise possible influences and pressures to share images online.
One Decision: Our World/The Working World			
EYFS	KS1	LKS2	UKS2
• To talk about some of the changes that happen from being a baby to a child in early years. • To know which people are special to us. • To talk about our families. • To know that all families are different. • To understand the importance of looking after the things in our classroom. • To know some of the ways in which we can look after our environment. • To say some of the things that we can do to look after living things.	• To understand the needs of a baby. • To be able to recognise what you can do for yourself now you are older. • To be able to describe the common features of family life. • To be able to recognise the ways in which your family is special and unique. • To understand why we should look after living things. • To be able to identify how we can look after living things both inside and outside of the home. • To recognise why it is important to keep our communities and countryside clean. • To be able to encourage others to help keep their communities and countryside clean. • To understand different ways we can receive money. • To know how to keep money safe. • To be able to describe the skills you may need in a future job or career. • To be able to recognise the differences between wants and needs. •	• To be able to explain the meaning of reduce, reuse, and recycle. • To recognise how we can help look after our planet. • To be able to identify how to reduce the amount of water and electricity we use. • To understand how we can reduce our carbon footprint. • To identify ways in which we can help those who look after us. • To explain the positive impact of our actions. • To describe the ways in which we can contribute to our home, school, and community. • To identify the skills we may need in our future job roles.	• To understand and explain why people might want to save money. • To identify ways in which you can help out at home. • To budget for items you would like to buy. • To recognise ways to make money and the early stages of enterprise. • To know and understand various money-related terms. • To recognise some of the ways in which we can spend money via technology. • To describe the potential impact of spending money without permission. • To identify strategies to save money

One Decision: Fire Safety/First Aid			
EYFS	KS1	LKS2	UKS2
	- understand the importance of being responsible and - how our actions/ choices can affect others • know what a 'hoax call' is and why it can be risky • explain why our emergency services are an - important part of our community • show my knowledge of fire safety to others - understand the importance of being responsible and how our actions/choices can affect others • practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • identify the differences between safe and risky choices	- Understand how our actions and choices can affect others. - Recognise how drivers can be distracted. - Know how to help others stay safe. - Describe the differences between safe and risky choices. - Identify and name situations that may require first aid. - List reasons why someone may struggle to breathe. - Recognise the signs of an asthma attack or choking. - Identify the signs of an allergic reaction and anaphylactic shock. - Understand the correct steps for seeking immediate emergency help. - Provide first aid treatment to someone who is struggling to breathe.	- Complete a primary survey for first aid. - Demonstrate the recovery position for an unresponsive breathing casualty. - Know when to deliver CPR. - Demonstrate how to do CPR. - Understand when to call for emergency help. - Identify a range of situations that may require first aid. - Explain how to support someone with a minor or serious head injury. - Recognise how to support someone who is having a seizure. - Recognise how to support someone with a minor burn or scald. - Explain how to support someone who is having a heart attack. - Understand how to support someone with a fractured bone. - Understand how to support someone with a severe bleed. - Know when to call for medical help.
One Decision: A World Without Judgement			
EYFS	KS1	LKS2	UKS2
	- Understand what a democracy is. - Spot times when people vote or choose things together. - Know that people can think differently. - Talk about ways to make fair choices when we do not agree.	- Understand that people may have different beliefs, opinions and ways of living. - Explain why it is important to respect and tolerate differences between people.	- To identify some of the ways in which we are different and unique. - To explain some of the elements which help us to have a diverse community.

	• Understand that people can make their own choices and that these choices may be different from others. • Explain why it is important that everyone can make safe choices. • Recognise ways to respect the choices of others while making responsible choices themselves. • Identify their own strengths, interests and goals, understanding that these may be different from those around them. • Explain how rules help groups work and learn together at home, at school and in the community. • Understand why rules are important in helping people stay safe and treat others fairly. • Identify examples of rules that people follow in everyday life. • Recognise that rules apply to everyone and help people make fair and responsible choices.	• Identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own. • Recognise how respectful behaviour helps create a fair and inclusive community. • To recognise positive attributes in others. • To explain why being different is okay. • To recognise your own strengths and goals and understand that these may be different from those around you. • To identify some of the ways we can overcome barriers and promote equality.	• To describe strategies to overcome barriers and promote diversity and inclusion. • To understand that there are a wide range of religions and beliefs in the UK. • To explain each of the British values. • To create a range of values for your educational setting. • To explain how all religions can live in cohesion.
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