



Clipston Primary School: Two-Year Rolling Programme Overview for PSHRE

This document should be used with reference to the Big Picture for PSHRE

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Self-regulation: - My feelings - Listening to and following instructions Managing Self: - Taking on challenges - My wellbeing Building Relationships: - Special relationships - My family and friends	Year A Connecting With Others: - How can I help myself and others feel happy and safe? - How can I build safe, kind and caring relationships with others? The Online World: - How do we spend time online? - How can we stay safe online? Health Protection: - How can I protect myself and others in daily life? Staying Safe: - How can I stay safe? Year B My Healthy Self: - How can we look after our emotions? - How can we look after our bodies? Citizenship: - How can I help others and the environment? - How do people belong in a community and earn money? Growing Up:	Year A Connecting With Others: - What helps us feel safe and included? - How can we respect each other? The Online World: - How should we communicate online? - How can we decide what to trust online? Citizenship: - What careers do people choose and why? Staying Safe: - What signs help me recognise what is safe or unsafe? Year B My Healthy Self: - How can I take care of my mind and body? - How can I make healthy choices? Citizenship: - What rights and responsibilities do we have? - How can I spend money wisely?	Year A Connecting With Others: - Why are healthy relationships important? - What does it mean to stand up for myself and others? The Online World: - How am I influenced by what I see online? - How do I feel about the things I see online? Citizenship: - How can we be in control of our money? Staying Safe: - How can I stay safe as I grow up? Year B My Healthy Self: - How can I support my mind and body as I grow? - How do my choices today shape my future health? Citizenship: - How can we make a difference in our communities and beyond?

	• How can we look after and respect our bodies as we grow? Staying Safe: • How can I make safe choices in different places?	Health Protection: • How can we prevent illness and injury and respond if they happen? Growing Up: • How will my body and emotions change as I grow up?	• How can we protect everyone's rights? Health Protection: • [Optional First Aid unit] Growing Up: • How can I manage the changes to my body and emotions as I grow up?
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Clipston Primary School – Progression & End Points for PSHRE

End point outcomes are integrated into the programme of units taught.

R	KS1	LKS2	UKS2
My Healthy Self			
• Recognise and name some common feelings in themselves and others, including when they feel tired. • Knows that sleep and rest are important for their body. • Accepting comfort, reassurance or support from a trusted adult if they experience strong feelings. • Understands why it is important to be kind to each other. • Can explore different ways they can move their bodies and that this is enjoyable and good for them. • Knows that teeth require daily cleaning and can put toothpaste on a brush and brush their top and bottom teeth. • Knows that their body needs food and water and is beginning to discuss their food and drink choices.	• Is beginning to recognise and name a wider range of emotions and feelings in themselves, expressing why they are feeling a certain way. • Notices when they or others feel sad, worried, left out or lonely. • Is beginning to notice when they or others might need help with their feelings and can identify a trusted adult to talk to if needed. • Talks about things that help them feel calm or happy. • Talks about how they feel when they have had enough sleep or not enough sleep. • Recognises when they are active and how it makes them feel. • Can identify opportunities that they have to be active outside of school. • Can explain why it is important to brush their teeth regularly, demonstrating how to do this correctly. • Can sort foods into basic groups. • Can make simple healthy food choices.	• Can discuss their own emotions and feelings and notice and describe feelings of others. • Can recognise when they or someone else might be struggling with feelings. • Can identify times they might need extra help with their feelings, identifying who they would speak to for support. • Can describe ways they can look after their feelings and mood, explaining why these can be helpful. • Recognises habits that are conducive to a good night's sleep. • Can identify different ways they are regularly active during and after the school day. • Can describe how different activities make their body feel, explaining some benefits of being physically active. • Knows some ways teeth can be damaged and how to look after them. • Can describe the role of different food groups and what makes for a healthy, balanced diet.	• Can communicate how they are feeling and why, in a clear and respectful way. • Can reflect on whether their feelings / behaviours were appropriate, considering alternative ways to respond. • Can recognise signs of poor mental health. • Can identify services that offer support around mental health. • Can reflect on the benefits of positive emotional health and which self-care strategies work best for them. • Can create an evening routine that is conducive to a good night's sleep. • Can reflect on how active they are each day, planning ways to move more during the week. • Can explain the benefits of regular physical activity on both mental and physical health. • Can explain different ways to keep teeth and gums healthy. • Can evaluate food choices and what can influence these. • Can explain some of the risks of an unhealthy diet and what a healthy relationship with food entails.

R	KS1	LKS2	UKS2
Connecting With Others			
• Can discuss their family and people who are important to them. • Is beginning to use basic terms to describe family relationships. • Knows that all families are different. • Can identify trusted adults within and outside of their family. • Knows to seek help from a trusted adult if someone keeps being unkind to them or if they are worried, upset or unsafe. • Plays co-operatively with others including sharing, taking turns and using kind words. • Can identify their own likes and dislikes, recognising when they and a friend want different things. • Knows that friends should consider the feelings and needs of one another. • Is beginning to solve basic disagreements using words. • Talks about themselves positively. • Knows that everyone is different and everyone is special. • Knows that they can tell someone if they do not like something. • Knows that it is OK to feel cross or upset but it is not OK to hurt others.	• Knows that families are special, explaining why spending time with family is important to them. • Can discuss how families are all unique, giving some examples. • Can identify some appropriate and inappropriate responses to common family disagreements. • Can discuss what makes a good friend and why friendships are important to them. • Can recognise and admit when they or others have behaved in a way that was unkind, beginning to express disagreement calmly. • Shows respectful behaviour towards others by listening, sharing, taking turns and using polite phrases. • Can express own boundaries using simple language and respect when others say "no" or need space. • Can express basic feelings and needs, using polite words to ask for help or solve small problems. • Can talk about things they are good at and enjoy, setting simple personal targets to improve. • Can identify and discuss people's similarities and differences, recognising how this may affect our feelings and sense of belonging. • Can recognise bullying behaviour in simple scenarios and say how someone may feel if someone else is being repeatedly unkind to them.	• Can describe different ways families can spend time together and support each other. • Can confidently discuss different family set-ups. • Can identify some challenges families may face. • Can identify characteristics they look for in a friend, explaining why and beginning to recognise unhealthy or unhappy friendships. • Takes ownership for their actions, explaining how they have acted impulsively or unkindly. • Can use respectful language when disagreeing with others. • Can identify respectful and disrespectful behaviours in a range of scenarios. • Can communicate personal boundaries clearly. • Listens and responds respectfully when someone makes a request or expresses a boundary. • Can use strategies to manage frustration or disappointment. • Can identify own characteristics, strengths, skills and interests, setting and working towards personal goals with growing independence. • Can recognise and describe examples of unfair treatment, disrespect or exclusion based on difference. • Can explain how bullying can affect someone's feelings and mental wellbeing, knowing what to do or say when they see bullying happening.	• Can reflect on how they spend time with their families, how they support each other and why this is important. • Can analyse how different contexts can influence family relationships. • Recognises when a family relationship seems unsafe or unhealthy. • Considers the importance of friendships, recognising they will change and evolve over time. • Can handle conflict using a range of techniques, identifying areas for improvement to avoid similar situations in future. • Can use respectful behaviours / language across different settings. • Recognises situations where personal preferences may conflict with others' needs and respond appropriately. • Can set and maintain clear personal boundaries in different situations. • Recognises when to stand up for themselves and when to compromise. • Recognises and celebrate their own identity and what makes them unique, setting personal goals and planning how to work towards them. • Notices where stereotypes might appear and knows how to safely speak out against unfairness or exclusion. • Can analyse bullying scenarios, describing roles including bystanders and upstanders. • Knows safe and effective ways to respond to bullying.

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The Online World			
Covered within the Computing curriculum.	- Can recognise some occasions when they are online in their everyday life. - Can identify activities that can be done online with others and those that are done in person. - Knows that polite behaviour in person is the same as polite behaviour online. - Can recognise that screen time can distract people from doing something important. - Knows to ask a trusted adult to check something unfamiliar that appears online. - Knows to check with a trusted adult before they use new apps or websites. - Is beginning to identify when someone has shared too much information about themselves online. - Recognising when something online makes them feel scared, worried, uncomfortable or unsafe.	- Can identify what the internet can be used for. - Can identify the benefits and challenges of online and in-person communication. - Can communicate respectfully and appropriately in an online environment. - Recognises that disrespectful online communication can have a negative impact on others. - Knows that excessive screen time can affect people's mood or stop them from doing other things they enjoy. - Can identify some types of online bullying behaviour. - Knows that they can choose whether to accept a friend request in an online game. - Recognises that some online features are not suitable for all ages. - Can question whether online information, including from search engines, is accurate. - Can compare information from several online sources to help decide which is most reliable. - Knows how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.	- Knows that online experiences can have both positive and negative effects. - Can identify the benefits of in-person relationships on their wellbeing. - Recognises the effect of online interactions on personal wellbeing. - Understands that changes in mood or self-esteem may be linked to time spent online. - Can explain how online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. - Can identify a wide range of bullying and harassment behaviours online and their impact. - Can choose whether to accept or decline an online request (from a company or individual), based on the information being requested. - Recognises that some apps and websites have age restrictions because of their content or features. - Can evaluate information they see online, including the difference between fact and opinion. - Can identify the types of online behaviour that may make them feel uncomfortable.

R	KS1	LKS2	UKS2
Citizenship			
• Can share their opinions in different sized groups. • Can set and work towards a simple goal with adult support. • Can follow simple classroom and school rules with adult support. • Takes part in group routines by helping, sharing, tidying and caring for the classroom. • Can recognise some right and wrong choices in familiar situations. • Knows that they can get better at something by trying and practising. • Knows that rules help them make the right choices to keep everyone safe and happy. • Knows that people need to listen and take turns when talking together.	• Can give reasons for their opinions. • Can describe some different jobs. • Can explain why babies and young children need help from adults to meet their needs. • Can explain why voting is a fair way to decide something that affects many people. • Can identify some groups they belong to. • Can describe some of the ways they and others help the school and local environment. • Can explain why rules are important. • Can share their opinion, trying to persuade others.	• Can recognise a wider range of jobs available. • Can identify their personal strengths and skills and considering how these relate to jobs. • Can explain some common gender stereotypes, why they are unhelpful and how to challenge them. • Can explain the pros and cons of changing careers. • Can identify things that can and cannot be recycled. • Can explain how reducing, reusing and recycling resources can help the environment. • Can describe the local council's role in looking after the local area. • Can recognise the ways in which people's rights can support and protect them.	• Can describe the issues they care about. • Can classify spending decisions as needs or wants. • Can explain how to safeguard their money online and offline. • Can explain the risks of gambling. • Can recognise common stereotypes related to different jobs. • Can explain what happens when someone breaks the law. • Can explain why prejudice and discrimination are wrong and the effect they can have on people and the community. • Can recognise that the rights and responsibilities of different groups may not always align. • Can explain how some people have contributed to their community and beyond. • Can explain how they can influence what happens in Parliament.

R	KS1	LKS2	UKS2
Staying Safe			
• Can recognise when something makes them feel uncomfortable, worried or unsure and that if this happens, they should tell a trusted adult. • Can recognising adults who can help them with worries, friendship issues or feeling unsafe. • Can walk safely near roads with an adult. • Can listen to and following multi-step safety instructions • Knows that they should not touch dogs they do not know.	• Can identify when touch is safe (e.g. a hug from a parent) and when it is not. • Can discuss what types of touch they do and do not like from friends and family members. • Can ask for help with clear, simple phrases. • Can name some trusted adults at home and school. • Can identify safe places to walk on the pavement, explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads. • Can identify different types of water environments (e.g. the sea, a swimming pool, lake or river) and understands there is a danger of drowning. • Can recognise when something may be dangerous in the home. • Can naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explain why. • Can following simple safety rules in different settings. • Can identify some emergency situations, knowing how they would seek help. • Can name things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).	• Recognises that different relationships have different personal boundaries. • Notices when someone's behaviour is too familiar or inappropriate for the context. • Can identify early warning signs that a situation or person might not be safe. • Knows how to ask for help and say 'no' in certain situations. • Can name a range of trusted adults in different settings and identify other adults who can help in a public space. • Can explain how to safely cross roads using various crossings. • Can identify various risks on roads and ways to make them safer. • Can identify potential hazards in different water environments. • Can explain some water safety signs and their meaning. • Can recognise and explain potential hazards at home, including fire and electrical risks. • Can recognise common warning signs in environments and on household products or equipment, explaining what they mean. • Can identify different ways of getting help in an emergency, including phoning 999. • Can recognise when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).	• Recognises when boundaries are being pushed or crossed. • Can recognise early warning signs that a situation may be unsafe, explaining what action they could take to seek help/safety. • Knows how to ask for, give or refuse permission or consent in a range of situations. • Can recognise scenarios in which they should seek help from a trusted adult or professional services, and those which can be safely dealt with themselves. • Can explain how they would report a concern confidently and clearly. • Can describe different strategies to cross a road safely. • Can explain how to safely cross a railway line, identifying risks and ways to make them safer. • Can identify further hazards and potential risks in a range of water sites and what they can do to manage or reduce these risks. • Can explain how to prevent or reduce fire risks in everyday settings, including fireworks. • Recognises potential hazards away from home, assessing whether a situation is hazardous and why. • Knows how to respond to hazards in a range of situations. • Can identify situations where calling 999 is appropriate vs not. • Can recognise when a situation might involve peer pressure. • Can explain the risks and consequences of using harmful substances and how to say 'no'.

R	KS1	LKS2	UKS2
Growing Up			
- Can identify tasks they can complete independently and other areas where adult assistance is still required. - Knows that as they grow older, they learn to do more things for themselves	- Can identify simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discuss how they are growing and changing. - Can describe things they can do now which they could not do as a baby or toddler. - Can express personal boundaries using simple language (e.g. "Don't touch me there").	- Can describe some physical changes in adolescence and is beginning to be aware of the changes puberty brings. - Can describe some emotional changes that happen during adolescence. - Can communicate personal boundaries clearly (e.g. "I'm not comfortable with that").	- Can describe in greater detail the physical changes that occur during puberty. - Can describe in greater detail the emotional changes that occur during adolescence as a result of puberty. - Can describe the stages of the menstrual cycle. - Can challenge behaviour that crosses personal boundaries, while staying respectful and safe.

R	KS1	LKS2	UKS2
Health Protection			
- Knows that washing hands helps keep them clean and healthy. - Can wash hands at appropriate times. - Know that they can do some personal care tasks by themselves and ask for help when needed. - Can ask an adult for help when they cannot meet a personal need by themselves.	- Can wash hands properly using soap and water. - Can recognise when they need to wash their hands (e.g. after using the toilet, before eating after sneezing). - Can recognise the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump). - Can choose appropriate clothing and preparation for different weather conditions. - Can tell an adult when they feel unwell, tired or hurt. - Is beginning to describe common signs of illness. - Can identify some emergency situations.	- Can explain how germs and infection can spread from person to person. - Is beginning to explore how decisions about health based on evidence and advice from medical professionals. - Can describe ways they can protect themselves in the sun. - Can decide when a health concern needs adult help and when they can try a simple solution first. - Can describe physical health concerns clearly to an adult. - Is beginning to judge when a physical concern may need help from a health professional. - Knows when and how to call 999 in an emergency.	- Can explain how personal hygiene routines and behaviours reduce the risk of spreading illness. - Understands how decisions about health are based on evidence and advice from medical professionals. - Can recognise whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services - Knows when and how to call 999 in an emergency, including the different services available for different scenarios. [Optional First Aid unit – update when available]