

Curriculum Handbook for PSHE and RSE



St. Martin's

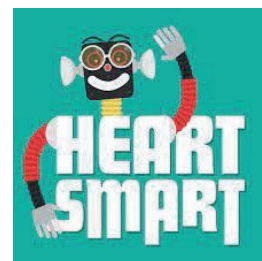
C. of E. Primary School

Serve one another in love

Galatians 5v13

St. Martin's C of E (VA) Primary School

PSHE and RSE Curriculum



At St Martin's C of E (VA) Primary School, we are HeartSmart!

HeartSmart is a creative approach to the teaching of PSHE that we use to build character, emotional health and resilience in children. Our approach equips children with the foundational principles and skills to help them be aware of their own mental health, to look after themselves and maintain healthy relationships, therefore having a positive impact on academic resilience and achievement.

At St. Martin's, we want everyone to know that they are loved, respected, listened to and supported. We believe that it is crucial to educate the heart alongside the academic mind, therefore allowing us all to 'serve one another in love.' (Galatians 5:13)

Curriculum Intent

St Martin's PSHE and RSE curriculum is designed to support pupils through their spiritual, moral, social, emotional and physical development, in order to prepare them for the opportunities, responsibilities and experiences of life. Through these lessons, children learn how to stay safe and healthy, build and maintain successful relationships and become active citizens who responsibly participate in society around them. Lessons within our curriculum focus on seeing each and everybody's value in society, having an appreciation of others, and promoting strong and positive views of self.

Our curriculum aims to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Our resources are fully in line with the learning outcomes and core themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the Department for Education in all key documentation relating to PSHE provision in schools. St. Martin's programme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World.

Our curriculum fulfils the requirements of the Relationships and Sex Education (RSE) guidance provided by the Department for Education (updated in September 2021), therefore providing a broad and balanced PSHE and RSE curriculum that incorporates our St. Martin's Christian distinctiveness.

Knowledge in PSHE and RSE is defined as:

Substantive Knowledge-

Substantive knowledge in PSHE is threaded throughout each unit of PSHE work from our scheme 'HeartSmart.' These units of work are:

- Get HeartSmart
- Don't forget to let love in
- Too much selfie isn't healthy
- Don't hold on to what's wrong
- Fake is a mistake
- No way through isn't true



Disciplinary knowledge-

This is the interpretation of themselves and how to support themselves and others through changes. Children will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future.

Curriculum Implementation

Our PSHE curriculum at St. Martin's is centred around the HeartSmart programme, which is taught in five thematic units, consisting of seven lessons, each with supporting materials. These thematic units are taught in a spiral approach, meaning that each year group covers each theme, every year. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE and RSE education regularly at a depth that is appropriate for the age and stage of the child.

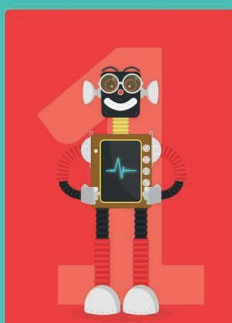
HeartSmart units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. We also ensure that time is built into the curriculum, so that teachers can be reactive to any problems or topics that arise on an ongoing basis.

Curriculum Impact

Our PSHE curriculum, enables children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings, in a climate of openness, trust and respect, and know when and how they can seek the support of others. They apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part.


Our curriculum at St. Martin's supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem.

— The HeartSmart High Five —



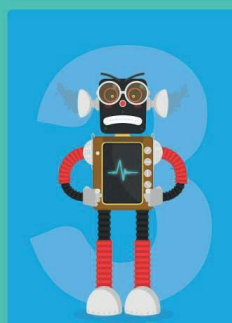
Don't Forget To Let Love In!

Learning how important, valued and loved we are.



Too Much Selfie Isn't Healthy!

Exploring the importance of others and how to love them well.




Don't Hold On To What's Wrong!

Understanding how to process negative emotion and choose forgiveness to restore relationships.



Fake Is A Mistake!

Unpacking how to bravely communicate truth and be proud of who we are.



'No Way Through,' Isn't True!

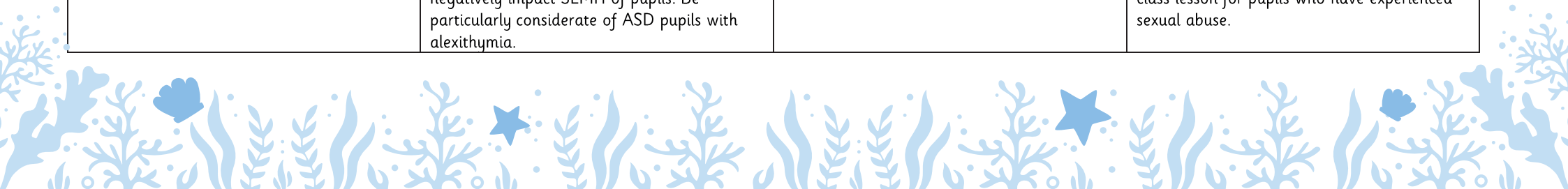
Knowing there is a way through every situation, no matter how impossible it may seem.

St. Martin's C of E (VA) Primary School
SEND Provision – PSHE and RSE

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>The ability to explain a concept/provide reasoning to explain a thought or opinion.</p> <p>Understanding of subject specific vocabulary.</p> <p>Putting abstract theory into practice. E.g. learning about the importance of personal space.</p> <p>Some pupils with SEND might not have PSHE/RSE learning reinforced at home and may not have the opportunity to discuss key concepts e.g. puberty with trusted adults at home.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of SEMH practices, such as mindfulness colouring.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous, e.g. 'sex' or 'period.' Create word banks accompanied by visuals to demonstrate the meaning of a word.</p> <p>PSHE/RSE is most effective when informal opportunities to embed learning in lessons are identified by staff. For example, when pupils are queuing for lunch there is an opportunity to reinforce learning about personal boundaries and how it feels if somebody transgresses a personal boundary.</p> <p>Overlearn key concepts with SEND pupils by following up main class teaching (when necessary) with 1:1/small group sessions. For example, follow up a lesson on the menstrual cycle with a 1:1 session teaching pupils how to correctly place a sanitary towel in underwear. For example, follow up a lesson on personal hygiene with a 1:1 session modelling how to properly brush teeth using</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p> <p>Some children might not understand what is/isn't appropriate to share with the rest of the class when discussing specific topics in PSGE/RSE.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/Chromebooks to allow children the option of sharing their thoughts and opinions in an alternative way. Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p> <p>Dependent on what is being discussed, ask pupils to write down on a post-it note/draw/record on a Chromebook what they want to say before they say it aloud to the rest of the class. Teacher and support staff to review appropriateness to ensure that SEND pupil does not 'over-share' personal details about themselves or their family during PSHE/RSE lessons.</p>

St. Martin's C of E (VA) Primary School
SEND Provision – PSHE and RSE

	enlarged teeth/how to properly wash your body using a doll and baby bath.		
<u>Sensory and Physical</u>		<u>Social Emotional and Mental Health</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Physical difficulties accessing specific environments during RSE trips/activities.</p> <p>Children with a visual impairment may find it difficult to view text/images/concrete resources.</p> <p>Uncomfortable feelings that arise due to context of PSHE/RSE lessons could result in some children feeling overwhelmed.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by the outside agencies. Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe the artefact/stimulus.</p> <p>Teachers to consider which children may be in need of a sensory break part way through an PSHE/RSE lesson. Children may access the 'Rainbow Room,' or may be taken on a directed sensory break by a teaching assistant to ensure that PSHE/RSE lessons do not negatively impact SEMH of pupils. Be particularly considerate of ASD pupils with alexithymia.</p>	<p>The acceptance that others have different views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p> <p>Distress caused by the topic being discussed in PSHE/RSE.</p>	<p>Use a multi-sensory approach to teaching concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Use Social Stories to explain how different people respond differently to specific scenarios, e.g. to explain to a pupil that 'hitting back' is not acceptable.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise.</p> <p>Teachers to consider the past experiences and ACEs of children in their class. Use a trauma informed approach to consider whether the lesson is appropriate for specific students and arrange alternative provision (e.g. 1:1/small group delivery) if not e.g. NPSCC PANTS campaign may not appropriate as a whole class lesson for pupils who have experienced sexual abuse.</p>



St. Martin's C of E (VAO Primary School)
PSHE and RSE Progression of Skills

Get Heart Smart

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children learn names quickly, make new friends and develop confidence in their new setting</p> <p>Children learn about the different ways to become Heart Smart.</p> <p>Children begin to learn to play cooperatively.</p> <p>Children will be begin to discuss what they love.</p>	<p>Children begin to understand that they are a source of power.</p> <p>Children begin to understand how different emotions feel.</p> <p>Children begin to hold meaningful conversations and discussions.</p> <p>Children begin to understand what healthy choices for my mind and body are.</p>	<p>Children can describe a way that I can use my power in a positive and negative way.</p> <p>Children are beginning to understand that the decisions I make can affect my reputation.</p> <p>Children are beginning to understand how their heart affects their actions, words and behaviours.</p> <p>Children can describe how different people's families work.</p> <p>Children can describe ways their family shows them love.</p> <p>Children can list a food from each of the 5 food groups.</p>	<p>Children can suggest ways to show love to themselves and others.</p> <p>Children can list ways to be kind to one another.</p> <p>Children can describe some ways that others are 'meant to be treated'.</p> <p>Children are beginning to understand that their heart needs protecting and can list things that their heart needs protecting from.</p> <p>Children can list people in their life that they are grateful for and why they are grateful.</p>	<p>Children can suggest several ways that I can show love to myself.</p> <p>Children are beginning to think about the consequences of the words we use.</p> <p>Children can list some characteristics that they would like to see in their classroom.</p> <p>Children can name someone that they trust and they can give one reason for why they trust them.</p> <p>Children can list characteristics of a healthy family life.</p> <p>Children can explain what 'mental wellbeing'</p>	<p>Children can suggest some ways that they can care for their heart. They can suggest some ways that they can care for other people's hearts.</p> <p>Children understand that being bossy is about trying to control others. They can describe some qualities of a good leader.</p> <p>Children can describe some qualities of the heart reputation they would like to have.</p> <p>Children can suggest some ways to know what they should and shouldn't watch. They can list some</p>	<p>Children can reflect on the choices they make that can help and hurt their heart.</p> <p>Children can explain how they feel differently when moving or posing in different ways. They can create a powerful pose of their own.</p> <p>Children can suggest ways people can become 'hard-hearted'. They can suggest ways to keep their heart soft and strong. They can explain the benefits of a soft-strong heart over a hard heart.</p> <p>Children can explain when a secret should be</p>



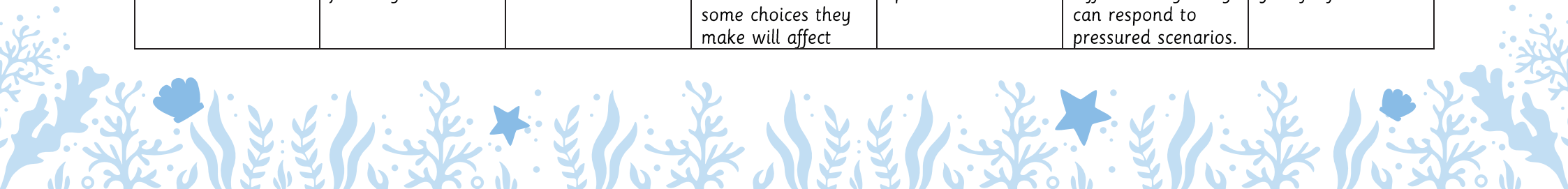
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		<p>Children can make a choice to help their heart.</p>	<p>They can identify benefits of a healthy lifestyle and identify some risks of an unhealthy lifestyle.</p> <p>They can suggest ways how they can care for their heart and other people's heart.</p>	<p>means and something that positively and negatively affects wellbeing.</p> <p>Children can suggest ways to care for their own and other people's hearts.</p>	<p>things they should avoid watching.</p> <p>Children can explain how another person has supported or encouraged them and how that made them feel.</p> <p>Children can suggest some ways to help themselves sleep well. They can list some benefits of sleeping well.</p> <p>They can explain some ways that they can protect their own and other's hearts.</p>	<p>kept and when it should be shared.</p> <p>Children can plan a healthy meal.</p> <p>Children can reflect on how they protect their own and other's hearts.</p>
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PSHE and RSE Progression of Skills

Don't forget to let love in						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children build knowledge and understanding of the world. Thinking about keeping safe.</p> <p>Children will recognise that everyone is loved.</p> <p>Children will begin to demonstrate different emotions.</p> <p>Children will begin to understand how to tell people who they are.</p> <p>Children will begin to learn that they all have different talents.</p>	<p>Children can recognise the difference between positive and negative touch.</p> <p>Children begin to understand the difference between truth and lies</p> <p>Children begin to understand that there is a difference between saving and spending</p> <p>Children can identify different ways that they can take care of their self and some of the objects they use for this eg. Toothbrush.</p> <p>Children are beginning to be able to recall a kind word or action from my week.</p>	<p>Children can recall a way someone has shown love to them through kind words or actions.</p> <p>Children can understand the difference between truth and lies.</p> <p>Children understand that they are unique and can recognise some of their strengths.</p> <p>Children can use positive adjectives to describe themselves including a range of different emotions.</p> <p>Children understand that thankfulness changes their attitude.</p>	<p>Children can recall some ways that people have shown love to them through kind words or actions.</p> <p>Children are starting to describe themselves in a positive way and can think of words to encourage others and can accept encouragement.</p> <p>Children can sort words into what love is and what isn't.</p> <p>Children can list some things that they are grateful for and can explain why they are grateful for them.</p> <p>Children are beginning to understand that some choices they make will affect</p>	<p>Children can recall different ways someone has shown them love through kind words or actions.</p> <p>Children can describe themselves in a positive way and identify some ways in that they feel love.</p> <p>Children can identify some of their strengths and achievements.</p> <p>Children can highlight five things about their body that they are grateful for. They can explain why they are grateful.</p> <p>Children can explain the ways bacteria can spread.</p>	<p>Children can reflect on ways that people show them love through kind words or actions.</p> <p>Children should understand that they have value and purpose.</p> <p>Children should be aware of how the words they listen to about themselves can make them feel.</p> <p>Children can identify some lies that they believe/listen to. They can suggest opposing truths to those lies</p> <p>Children are beginning to understand and demonstrate different ways they can respond to pressured scenarios.</p>	<p>Children reflect on ways that people show them love through kind words or actions.</p> <p>Children can describe themselves in a positive way consistently. They can understand that they are valued.</p> <p>They can encourage others with kind and positive words. They can accept the encouragement given to them.</p> <p>Children can recall significant events and people in their lives so far. They can recognise that every person is unique. Children can list things that they are grateful for.</p>



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		Children can find their pulse and how they feel after physical activity.	their physical health. Children can recall examples of kind words or actions from the week.	Children can recall examples of kind words or actions from the week and can share them.	Children can recall a significant event and person in their life. Children know who to go to when they need help.	Children can suggest early signs of illness. Children can recall a way that they have 'Let Love in' this week. They can describe themselves in a positive way.
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PSHE and RSE Progression of Skills

Too much selfie isn't healthy

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Greater understanding of privacy. Communication and language skills.</p> <p>Children will begin to learn about special things they like to do with special people.</p> <p>Children will learn that all families are important.</p> <p>Children will begin to learn appropriate ways to share care and affection.</p> <p>Children should learn to be thankful for the support they receive.</p>	<p>Children begin to think about ways of how to show love for others.</p> <p>Children begin to think about ways to help others. Children can think of someone who looks after them.</p> <p>Children are beginning to work as a team.</p> <p>Children are beginning to think about some ways to keep safe online.</p> <p>Children can draw a picture to offer advice for keeping safe online.</p> <p>Children can suggest a way that I have shown love for others.</p>	<p>Children can suggest a way to show love to others and describe how it makes them feel.</p> <p>Children are learning to suggest ways to 'look out' for other people's needs and the needs of the environment around them.</p> <p>Children are learning to spot and act on opportunities to do something kind for others.</p> <p>Children can list the people working in their local community that look after and protect them.</p> <p>Children can list ways that we are all different and can list ways that</p>	<p>Children can suggest ways to show love for others and can suggest ways to demonstrate loving others.</p> <p>Children can describe how helping someone else made them feel.</p> <p>Children can explain how to respond in an emergency.</p> <p>Children can describe how helping someone else made them feel.</p> <p>Children can work together with others to complete a task.</p> <p>Children can list some information that identifies them</p>	<p>Children can suggest ways to show love for others and can suggest ways to demonstrate loving others.</p> <p>Children should be more aware of their surroundings and the people around them by noticing their differences.</p> <p>Children can suggest how a person is feeling from their expression and body language.</p> <p>Children suggest how a person is feeling from their expression and body language. Children can suggest who the unseen heroes of the community are.</p>	<p>Children understand there are many different ways they can show love for others. They can demonstrate ways to love others.</p> <p>Children can think of someone to go to if they feel lonely. They can suggest things to do to avoid feeling lonely.</p> <p>Children can list some skills needed to listen to others well. They can suggest ways they can demonstrate honour.</p> <p>Children are starting to understand the purpose and role of groups eg charities, raising awareness.</p>	<p>Children can demonstrate choosing forgiveness. They can demonstrate choosing strategies to help resolve conflicts and disputes.</p> <p>Children can explain their point of view. They can listen and take account of a response from another person.</p> <p>Children can explain some benefits and barriers of forgiveness.</p> <p>Children understand that our tone and body language communicate more than our words. Children can give examples of how a</p>

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PSHE and RSE Progression of Skills

		<p>we are all the same.</p> <p>Children can suggest ways to keep safe in real life and online.</p>	<p>eg name, address. They know why it is important to keep personal information private.</p>	<p>Children can suggest times when they need help from others.</p> <p>Children can demonstrate good teamwork skills (clear communication, listening and negotiating). They can suggest ways to use technology devices responsibly.</p>	<p>Children should know what to share and what not to share online.</p> <p>Children can suggest ways that I have shown love for others. Children can describe how caring for others makes people feel.</p>	<p>trustworthy friend behaves.</p> <p>Children can explain when it is ok to break a confidence.</p> <p>Children can list some effects bullying can have. They can explain how to get help if they or someone they know are being bullied.</p>
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PSHE and RSE Progression of Skills

Don't hold on to what's wrong

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Thinking about keeping safe. Private parts.</p> <p>Children should learn the importance of friendship and how to maintain good friends.</p> <p>Children will begin to learn how to demonstrate good listening skills.</p> <p>Children will begin to learn the importance of being sorry.</p>	<p>Children can begin to understand that what they do affects others.</p> <p>Children begin to understand when to say sorry.</p> <p>Children begin to understand that forgiveness is important.</p> <p>Children are beginning to understand when they are feeling a negative emotion eg anger, sadness, disappointment.</p> <p>Children are beginning to understand that they can choose kind or unkind words.</p> <p>Children are beginning to understand how to be a kind friend.</p>	<p>Children can understand that letting the bad feelings out of their heart helps them feel happy again.</p> <p>Children understand what they do affects others.</p> <p>Children are beginning to understand when they need to say sorry and that forgiveness helps their heart.</p> <p>Children can give an example of a person, place or activity that helps their heart when they are sad.</p> <p>Children are beginning to understand ways to help me let go of hurt or disappointment.</p>	<p>Children are beginning to understand what 'forgiveness' means.</p> <p>Children can describe how saying sorry can help a situation.</p> <p>Children can describe the effects of choosing to forgive or not.</p> <p>Children can describe how holding onto hurt can make them sad.</p> <p>Children can list ways to build trust between friends and they can think of someone they can trust.</p> <p>They can give an example of a stereotype.</p>	<p>Children can suggest a way to fix a broken friendship.</p> <p>Children can describe the benefits of forgiveness.</p> <p>Children can sort scenarios into positive and negative stress. They can suggest ways to manage negative stress.</p> <p>Children can suggest some healthy boundaries. Children can use both in life and online.</p> <p>Children can recognise online abuse and know who to report it to. Children can suggest positive uses of the internet.</p>	<p>Children can describe forgiveness. They can explain why forgiveness keeps their heart healthy.</p> <p>Children can describe practical steps they could take to resolve conflict.</p> <p>Children can describe how different emotions feel. They can explain why emotions are important.</p> <p>Children can list different types of negative emotion. They can identify when they are experiencing negative emotion.</p> <p>Children can recognise bullying behaviours. They can suggest ways</p>	<p>Children can demonstrate choosing forgiveness. Children can demonstrate choosing strategies to help resolve conflicts and disputes.</p> <p>Children can explain their point of view. They can listen and take account of a response from another person. They can model resolving a dispute.</p> <p>Children can explain benefits and barriers to forgiveness.</p> <p>Children understand that our tone and body language communicate more than our words.</p>

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		Children can suggest a way they can protect their self and others from bullying and can suggest something they can do if they feel sad or mad.	Children can suggest a couple of things they can do if they feel negative emotions.	Children can list several things to do if they are sad or mad.	to deal with bullying.	Children can give examples of how a trustworthy friend behaves. They can explain when it is ok to break a confidence. Children can list some effects bullying can have. They can explain how to get help if they or someone they know are being bullied. They can identify when they are experiencing negative emotion.
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PSHE and RSE Progression of Skills

False is a mistake

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are encouraged to feel 'grown up', confident and ready for their new challenge.</p> <p>Children will learn to differentiate between words that are true and untrue.</p> <p>They will learn about the importance of being honest.</p> <p>Children should be able to list what they are thankful for.</p>	<p>Children can explain why they don't need to lie about themselves.</p> <p>Children are beginning to understand that they don't need to pretend to be anything they are not.</p> <p>Children can describe what being 'See through' means.</p> <p>Children can suggest ways to look after their teeth.</p> <p>Children can name a person to talk to when they are upset.</p> <p>Children can complete the phrase 'I am' with a positive characteristic.</p>	<p>Children can suggest a couple of amazing facts about themselves. They can complete the phrase 'I am'.</p> <p>Children can explain why they don't need to lie about themselves.</p> <p>Children can name something unique about themselves.</p> <p>Children can name kind and unkind thoughts they have had about themselves.</p> <p>Children can describe how an emotion feels and describe times when they have felt a different emotion.</p> <p>Children can suggest ways to show good manners and can</p>	<p>Children can suggest a couple of amazing facts about themselves.</p> <p>Children can explain why they don't need to lie about themselves.</p> <p>Children can explain why telling the truth is important to build a friendship.</p> <p>Children are beginning to know that the best version of themselves is the real version.</p> <p>Children can give a simple version of what shame is.</p> <p>Children can suggest appropriate and inappropriate types of touch.</p>	<p>Children can explain why they don't need to lie about themselves.</p> <p>Children can list 3 great things about themselves.</p> <p>Children can identify some important voices in their life. Children can recognise the difference between kind and unkind voices in their life.</p> <p>Children are growing in courage to always tell the truth. Children can give examples of when they have been afraid to tell the truth.</p> <p>Children can explain when dares are no longer fun. • They can explain the consequences of dares.</p>	<p>Children can explain why they don't need to lie about themselves. They can list 5 great things about themselves.</p> <p>Children can discuss how unrealistic images can make them feel.</p> <p>Children can explain some things they can do when they feel like they need to hide how they really feel.</p> <p>Children can give a simple description of what vulnerability is. They can identify qualities that build trust for vulnerability.</p> <p>Children can identify the difference between</p>	<p>Children can present different opinions respectfully.</p> <p>Children can explain how to communicate the truth lovingly. They understand we are loved just as we are.</p> <p>Children understand how to replace negative self-talk with positive self-talk. They can define what a boundary is and can explain how using boundaries means we can have respectful friendships.</p> <p>Children can find out facts about vaccinations from credible sources. They can suggest ways to discern if</p>

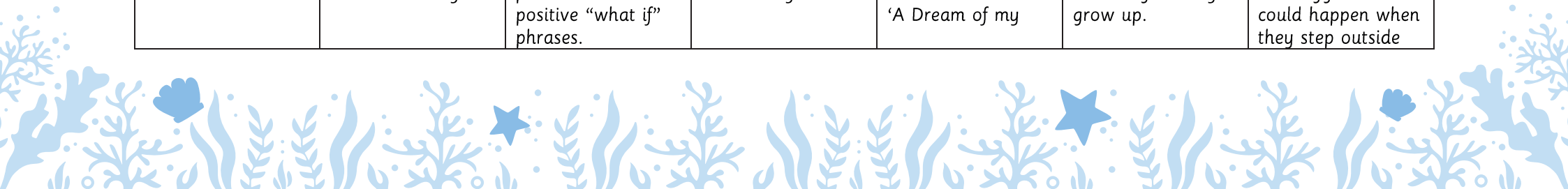
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		demonstrate different ways to greet others. Children can describe how to stay safe in the sun.	Children can suggest safe people to talk to if they are concerned. Children can explain what an allergy is.	Children can list some of the consequences associated with smoking.	'No Entry' and 'Welcome' responses to feedback. Children can list some risks associated with alcohol use in young people. Children can give some advice against drinking alcohol.	information online is credible. They can know some physical and mental health risks associated with taking drugs. They can suggest some ways to avoid drug taking.
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St. Martin's C of E (VAO Primary School)
PSHE and RSE Progression of Skills

‘No way through isn’t true’						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are encouraged to feel ‘grown up’, confident and ready for their new challenge.</p> <p>Children will begin to recognise that making mistakes is normal.</p> <p>Children will recognise that challenges are in everyday life.</p> <p>Children will begin to know to keep trying when they are stuck.</p> <p>Children will begin to know to keep going when they find something tricky.</p>	<p>Children begin to understand when they are stuck.</p> <p>Children to begin to persevere when they are stuck.</p> <p>Children begin to understand the value of a friend’s support.</p> <p>Children differentiate between secrets I should and shouldn’t keep.</p> <p>Children should know what to do if someone asks them to keep an uncomfortable secret.</p> <p>Children begin to understand they have an impact on their class, family and community.</p>	<p>Children are beginning to understand when they are stuck. They can recall a time when they felt stuck but found a way through!</p> <p>Children are beginning to persevere when completing a challenge and can find solutions to a problem.</p> <p>Children can recall a time when they felt stuck but found a way through!</p> <p>Children are beginning to think about different ways to look at situations.</p> <p>Children can replace worry phrases with positive “what if” phrases.</p>	<p>Children can describe situations where they are stuck and can suggest ways to persevere.</p> <p>Children can say when they found a situation challenging</p> <p>Children can identify an area of their life where they are doing well.</p> <p>They can describe a setback and give an example.</p> <p>Children can demonstrate basic first aid skills.</p> <p>Children can identify dreams they have and list some attitudes I need to develop to achieve my dreams.</p>	<p>Children can describe a situation where they felt stuck. They can suggest some ways they can persevere when they feel stuck.</p> <p>Children can list some skills and attitudes needed to meet challenges.</p> <p>Children can identify habits needed to develop or lose in order to achieve my goals.</p> <p>Children can think of someone who encourages them. • They can think of someone they can encourage.</p> <p>Children can choose pictures of things that inspire me. Children can create ‘A Dream of my</p>	<p>Children can describe situations where they feel stuck. They can suggest ways to persevere when they feel stuck.</p> <p>Children say when they find a situation difficult or challenging. They can give some examples of internal success.</p> <p>Children can give an example of something they would like to grow internally to meet a goal they have.</p> <p>Children can explain key facts about the menstrual cycle. They can describe ways to look after their health and wellbeing as they grow up.</p>	<p>Children can describe situations where they feel stuck. They can suggest ways to persevere when they feel stuck.</p> <p>Children can describe the impact of changing their thinking from ‘I can’t do it’ to ‘I can’t do it yet’. They can explain the importance of practice.</p> <p>Children can explain the effects of having hope. They can demonstrate choosing hope.</p> <p>Children can describe some things that may try to keep them in the comfort zone. They can suggest what could happen when they step outside</p>



St. Martin's C of E (VAO Primary School)
PSHE and RSE Progression of Skills

	Children can think of a person, pet or toy that they miss.	Children can identify signs of energy being used and can suggest ways to conserve energy.	Children can describe what 'change' is and give some examples in their life. They can suggest something that they can do that helps them to manage change.	Heart is...' statement Children can define what puberty is and can describe key physical changes that take place as puberty begins.	Children can recall a time when they felt stuck but found a way through.	their comfort zone, into 'Where the magic happens!?' Children can describe the changes in their brain as they go through adolescence. Children can recall a time when I felt stuck but found a way through. •They can identify strategies used to demonstrate 'No Way Through' isn't True!
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St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

Get Heart Smart

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can learn names quickly, make new friends and develop confidence in my new setting</p> <p>I can learn about the different ways to become Heart Smart.</p> <p>I can begin to learn to play cooperatively.</p> <p>I can begin to discuss what I love.</p>	<p>I can begin to understand that I am a source of power.</p> <p>I can begin to understand how different emotions feel.</p> <p>I can begin to hold meaningful conversations and discussions.</p> <p>I can begin to understand what healthy choices for my mind and body are.</p>	<p>I can describe a way that I can use my power in a positive and negative way.</p> <p>I can begin to understand that the decisions I make can affect my reputation.</p> <p>I can begin to understand how my heart affects my actions, words, and behaviour.</p> <p>I can describe how different people's families work.</p>	<p>I can suggest ways to show love to myself and others.</p> <p>I can list ways to be kind to one another.</p> <p>I can describe some ways that others are 'meant to be treated'.</p> <p>I can begin to understand that my heart needs protecting and can list things that my heart needs protecting from.</p> <p>I can list people in my life that I am</p>	<p>I can suggest several ways that I can show love to myself.</p> <p>I can begin to think about the consequences of the words I use.</p> <p>I can list some characteristics that I would like to see in my classroom.</p> <p>I can name someone that I trust and I can give one reason for why I trust them.</p> <p>I can list characteristics of</p>	<p>I can suggest some ways I can care for my heart and other people's hearts.</p> <p>I can understand that being bossy is about trying to control others.</p> <p>I can describe some qualities of a good leader.</p> <p>I can describe some qualities of the heart reputation I would like to have.</p> <p>I can suggest some ways to know what I should and</p>	<p>I can reflect on the choices I make that can help and hurt my heart.</p> <p>I can explain how I feel differently when moving or posing in different ways.</p> <p>I can suggest ways people can become 'hard-hearted'.</p> <p>I can explain the benefits of a soft-strong heart over a hard heart.</p> <p>I can explain when a secret should be kept</p>



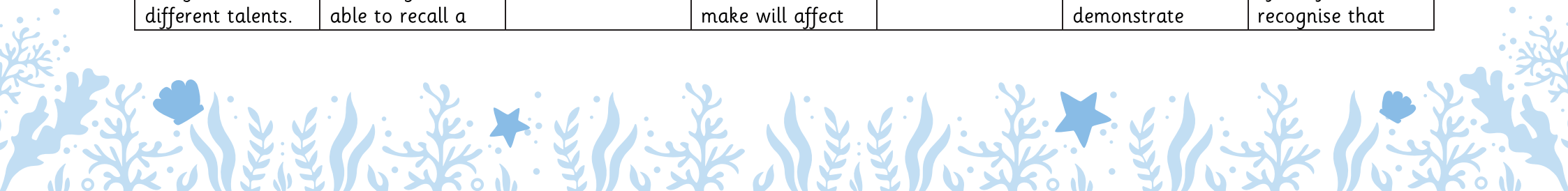
St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

		<p>I can describe ways my family shows me love.</p> <p>I can list a food from each of the 5 food groups.</p> <p>I can make a choice to help my heart.</p>	<p>grateful for and state why.</p> <p>I can identify benefits of a healthy lifestyle and identify some risks of an unhealthy lifestyle.</p> <p>I can suggest ways to care for my heart and other people's heart.</p>	<p>a healthy family life.</p> <p>I can explain what 'mental wellbeing' means and something that positively and negatively affects wellbeing.</p> <p>I can suggest ways to care for my own and other people's hearts.</p>	<p>shouldn't watch. I can list some things they should avoid watching.</p> <p>I can explain how another person has supported me and how that made me feel.</p> <p>I can suggest some ways to help myself sleep well.</p> <p>I can explain some ways that I can protect my own and other's hearts.</p>	<p>and when it should be shared.</p> <p>I can plan a healthy meal.</p> <p>I can reflect on how they protect their own and other's hearts.</p>
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St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

Don't forget to let love in						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can build knowledge and understanding of the world.	I can recognise the difference between positive and negative touch.	I can recall a way someone has shown love to me through kind words or actions.	I can recall some ways that people have shown love to me.	I can recall different ways someone has shown me love through kind words or actions.	I can reflect on ways that people show me love through kind words or actions.	I can reflect on ways that people have shown me love through kind words or actions.
I can think about keeping safe.	I can begin to understand the difference between truth and lies.	I can understand the difference between truth and lies.	I can start to describe myself in a positive way and I can think of words to encourage others.	I can describe myself in a positive way and identify ways in that I feel love.	I can understand that I have value and purpose.	I can describe myself in a positive way consistently. I can understand that I am valued.
I can recognise that everyone is loved.	I can begin to understand that there is a difference between saving and spending.	I can understand that I am unique, and I can recognise some of my strengths.	I can accept encouragement.	I can identify some of my strengths and achievements.	I can be aware of how the words I listen to about myself can make me feel.	I can encourage others with kind and positive words. I can understand that I am valued.
I can begin to demonstrate different emotions.	I can identify different ways that I can take care of myself.	I can use positive adjectives to describe myself.	I can sort words into what love is and what isn't.	I can highlight five things about my body that they I am grateful for and why.	I can identify some lies that I believe/listen to. I can suggest opposing truths to those lies.	I can encourage others with kind and positive words. I can accept encouragement given to me.
I can begin to understand how to tell people who they are.	I can begin to be able to recall a	I can understand that thankfulness changes my attitude.	I can list some things that I am grateful for and can explain why.			
I can begin to learn that everyone has different talents.			I can begin to understand that some choices I make will affect		I can begin to understand and demonstrate	I can recall significant events and people in my life so far. I can recognise that



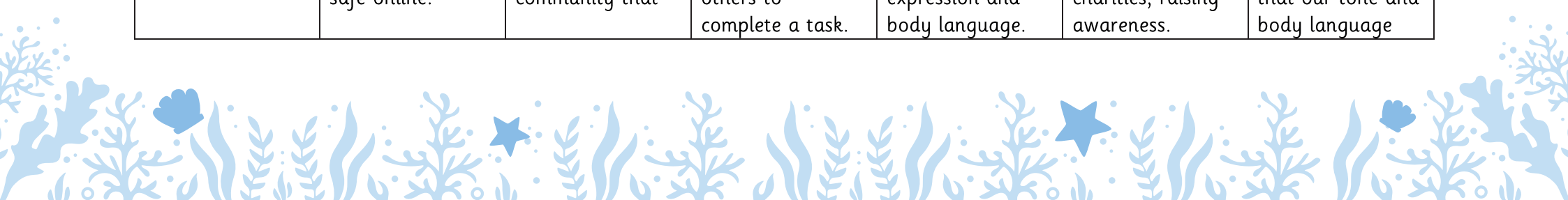
St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

	kind word or action from my week.	I can find my pulse and say how I feel after physical activity.	my physical health. I can recall examples of kind words or actions from the week.	I can explain the ways bacteria can spread. I can recall examples of kind words or actions from the week and can share them.	different ways I can respond to pressured scenarios. I can recall a significant event and person in my life. I can understand who to go to when I need help.	every person is unique. I can list things that I am grateful for. I can suggest early signs of illness. I can recall a way that I have 'Let Love in' this week. I can describe myself in a positive way.
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St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

Too much selfie isn't healthy						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can gain an understanding of privacy.	I can begin to think about ways of how to show love for others.	I can suggest a way to show love to others and describe how it makes me feel.	I can suggest ways to show love for others and can suggest ways to demonstrate loving others.	I can suggest ways to show love for others and can suggest ways to demonstrate loving others.	I can show love for others. I can demonstrate ways to love others.	I can demonstrate choosing forgiveness.
I can develop communication and language skills.	I can begin to think about ways to help others.	I can learn to suggest ways to 'look out' for other people's needs and the needs of the environment around me.	I can describe how helping someone else made me feel.	I can be more aware of my surroundings and the people around me by noticing their differences.	I can think of someone to go to if I feel lonely. I can suggest things to do to avoid feeling lonely.	I can demonstrate choosing strategies to help resolve conflicts and disputes.
I can begin to learn about special things I like to do with special people.	I can think of someone who looks after them.	I can learn to spot and act on opportunities to do something kind for others.	I can explain how to respond in an emergency.	I can suggest how a person is feeling from their expression and body language.	I can list some skills needed to listen to others well. I can suggest ways I can demonstrate honour.	I can explain my point of view.
I can understand that all families are important.	I can begin to think about some ways to keep safe online.	I can learn to spot and act on opportunities to do something kind for others.	I can describe how helping someone else made me feel.	I can suggest how a person is feeling from their expression and body language.	I can understand the purpose and role of groups eg charities, raising awareness.	I can listen and take account of a response from another person.
I can learn appropriate ways to share care and affection.	I can draw a picture to offer advice for keeping safe online.	I can list the people working in the local community that	I can work together with others to complete a task.			I can explain some benefits and barriers of forgiveness.
						I can understand that our tone and body language



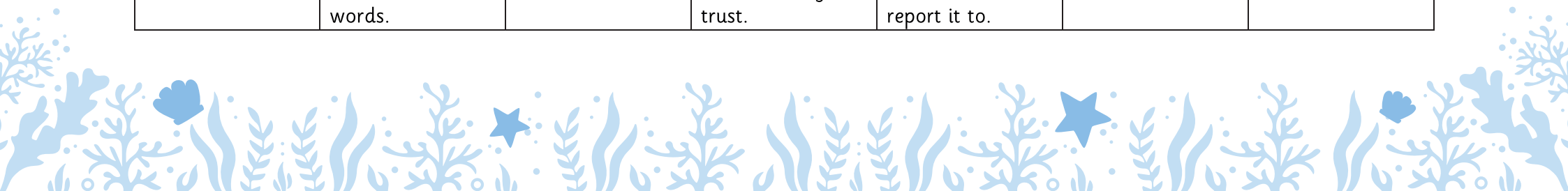
St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

<p>I can learn to be thankful for the support I receive.</p>	<p>I can suggest a way that I have shown love for others.</p>	<p>look after and protect me.</p> <p>I can list ways that we are all different and can list ways that we are all the same.</p> <p>I can suggest ways to keep safe in real life and online.</p>	<p>I can list some information that identifies me eg name, address. I can understand it is important to keep personal information private.</p>	<p>I can suggest who the unseen heroes of the community are.</p> <p>I can suggest times when I need help from others.</p> <p>I can demonstrate good teamwork skills (clear communication, listening and negotiating).</p> <p>I can suggest ways to use technology devices responsibly.</p>	<p>I can understand what to share and what not to share online.</p> <p>I can suggest ways that I have shown love for others.</p> <p>I can describe how caring for others makes people feel.</p>	<p>communicate more than our words.</p> <p>I can give examples of how a trustworthy friend behaves.</p> <p>I can explain when it is ok to break a confidence.</p> <p>I can list some effects bullying can have.</p> <p>I can explain how to get help if I or someone I know is being bullied.</p>
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St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

Don't hold on to what's wrong						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can think about keeping safe and understand private parts.</p> <p>I can learn the importance of friendship and how to maintain good friends.</p> <p>I can begin to learn how to demonstrate good listening skills.</p> <p>I can begin to learn the importance of being sorry.</p>	<p>I can begin to understand that what they do affects others.</p> <p>I can begin to understand when to say sorry.</p> <p>I can begin to understand that forgiveness is important.</p> <p>I can begin to understand when I am feeling a negative emotion eg anger, sadness, disappointment.</p> <p>I can begin to understand that they I can choose kind or unkind words.</p>	<p>I can understand that letting the bad feelings out of my heart helps me feel happy again.</p> <p>I can understand what I do affects others.</p> <p>I can begin to understand when I need to say sorry and that forgiveness helps my heart.</p> <p>I can give an example of a person, place or activity that helps my heart when I am sad.</p>	<p>I can begin to understand what 'forgiveness' means.</p> <p>I can describe how saying sorry can help a situation.</p> <p>I can describe the effects of choosing to forgive or not.</p> <p>I can describe how holding onto hurt can make me sad.</p> <p>I can list ways to build trust between friends and I can think of someone they can trust.</p>	<p>I can suggest a way to fix a broken friendship.</p> <p>I can describe the benefits of forgiveness.</p> <p>I can sort scenarios into positive and negative stress.</p> <p>I can suggest ways to manage negative stress.</p> <p>I can suggest some healthy boundaries that I can use both in life and online.</p> <p>I can recognise online abuse and know who to report it to.</p>	<p>I can describe forgiveness. I can explain why forgiveness keeps my heart healthy.</p> <p>I can describe practical steps I could take to resolve conflict.</p> <p>I can describe how different emotions feel. I can explain why emotions are important.</p> <p>I can list different types of negative emotion. I can identify when I am experiencing negative emotion.</p>	<p>I can demonstrate choosing forgiveness.</p> <p>I can demonstrate choosing strategies to help resolve conflicts and disputes.</p> <p>I can explain my point of view. I can listen and take account of a response from another person. I can model resolving a dispute.</p> <p>I can explain benefits and barriers to forgiveness.</p>



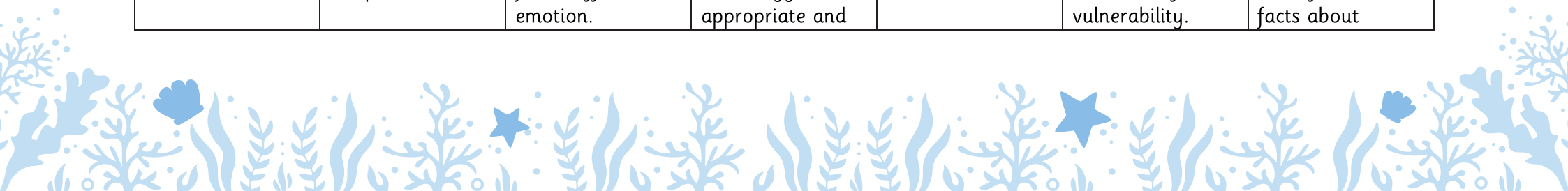
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	<p>I can begin to understand how to be a kind friend.</p>	<p>I can begin to understand ways to help me let go of hurt or disappointment.</p> <p>I can suggest a way I can protect myself and others from bullying and can suggest something I can do if I feel sad or mad.</p>	<p>I can give an example of a stereotype.</p> <p>I can suggest a couple of things I can do if I feel negative emotions.</p>	<p>I can suggest positive uses of the internet.</p> <p>I can list several things to do if I am sad or mad.</p>	<p>I can recognise bullying behaviours. I can suggest ways to deal with bullying.</p>	<p>I can understand that my tone and body language communicate more than my words.</p> <p>I can give examples of how a trustworthy friend behaves. I can explain when it is ok to break a confidence.</p> <p>I can identify when I am experiencing a negative emotion.</p>
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St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

Fake is a mistake						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can feel 'grown up', confident and ready for my new challenge.</p> <p>I can learn to differentiate between words that are true and untrue.</p> <p>I can learn about the importance of being honest.</p> <p>I can list what I am thankful for.</p>	<p>I can explain why I don't need to lie about myself.</p> <p>I can begin to understand that I don't need to pretend to be anything I am not.</p> <p>I can describe what being 'See through' means.</p> <p>I can suggest ways to look after my teeth.</p> <p>I can name a person to talk to when I am upset.</p> <p>I can complete the phrase 'I am'</p>	<p>I can suggest a couple of amazing facts about myself. I can complete the phrase 'I am'.</p> <p>I can explain why I don't need to lie about myself.</p> <p>I can name something unique about myself.</p> <p>I can name kind and unkind thoughts I have had about myself.</p> <p>I can describe how an emotion feels and describe times when I have felt a different emotion.</p>	<p>I can suggest a couple of amazing facts about myself.</p> <p>I can explain why I don't need to lie about myself.</p> <p>I can explain why telling the truth is important to build a friendship.</p> <p>I can begin to know that the best version of myself is the real version.</p> <p>I can give a simple version of what shame is.</p> <p>I can suggest appropriate and</p>	<p>I can explain why I don't need to lie about myself.</p> <p>I can list 3 great things about myself.</p> <p>I can identify some important voices in my life. I can recognise the difference between kind and unkind voices in my life.</p> <p>I can grow in courage to always tell the truth. I can give examples of when I have been afraid to tell the truth.</p>	<p>I can explain why I don't need to lie about myself. I can list 5 great things about myself.</p> <p>I can discuss how unrealistic images can make them feel.</p> <p>I can explain some things I can do when I feel like I need to hide how I really feel.</p> <p>I can give a simple description of what vulnerability is. I can identify qualities that build trust for vulnerability.</p>	<p>I can present different opinions respectfully.</p> <p>I can explain how to communicate the truth lovingly. I understand I am loved just as I am.</p> <p>I can understand how to replace negative self-talk with positive self-talk. I can define what a boundary is and can explain how using boundaries means I can have respectful friendships.</p> <p>I can find out facts about</p>



St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

	with a positive characteristic.	<p>I can suggest ways to show good manners and can demonstrate different ways to greet others.</p> <p>I can describe how to stay safe in the sun.</p>	<p>inappropriate types of touch.</p> <p>I can suggest safe people to talk to if I am concerned.</p> <p>I can explain what an allergy is.</p>	<p>I can explain when dares are no longer fun. I can explain the consequences of dares.</p> <p>I can list some of the consequences associated with smoking.</p>	<p>I can identify the difference between 'No Entry' and 'Welcome' responses to feedback.</p> <p>I can list some risks associated with alcohol use in young people.</p> <p>I can give some advice against drinking alcohol.</p>	<p>vaccinations from credible sources. I can suggest ways to discern if information online is credible.</p> <p>I can know some physical and mental health risks associated with taking drugs. I can suggest some ways to avoid drug taking.</p>
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St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

'No way through isn't true'						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can feel 'grown up', confident and ready for my new challenge.</p> <p>I can begin to recognise that making mistakes is normal.</p> <p>I can recognise that challenges are in everyday life.</p> <p>I can begin to know to keep trying when I am stuck.</p> <p>I can begin to know to keep going when I something tricky.</p>	<p>I can begin to understand when I am stuck.</p> <p>I can begin to persevere when I am stuck.</p> <p>I can begin to understand the value of a friend's support.</p> <p>I can differentiate between secrets I should and shouldn't keep.</p> <p>I can know what to do if someone asks me to keep an uncomfortable secret.</p> <p>I can begin to understand I have</p>	<p>I can begin to understand when I am stuck. I can recall a time when I felt stuck but found a way through!</p> <p>I can begin to persevere when completing a challenge and can find solutions to a problem.</p> <p>I can recall a time when I felt stuck but found a way through!</p> <p>I can begin to think about different ways to look at situations.</p> <p>I can replace worry phrases</p>	<p>I can describe situations where I am stuck and can suggest ways to persevere.</p> <p>I can say when I found a situation challenging</p> <p>I can identify an area of their life where I am doing well.</p> <p>I can describe a setback and give an example.</p> <p>I can demonstrate basic first aid skills.</p> <p>I can identify dreams I have and list some</p>	<p>I can describe a situation where I felt stuck. I can suggest some ways I can persevere when I feel stuck.</p> <p>I can list some skills and attitudes needed to meet challenges.</p> <p>I can identify habits needed to develop or lose in order to achieve my goals.</p> <p>I can think of someone who encourages me. • I can think of someone I can encourage.</p>	<p>I can describe situations where I feel stuck. I can suggest ways to persevere when I feel stuck.</p> <p>I can say when I find a situation difficult or challenging. I can give some examples of internal success.</p> <p>I can give an example of something I would like to grow internally to meet a goal I have.</p> <p>I can explain key facts about the menstrual cycle. I</p>	<p>I can describe situations where I feel stuck. I can suggest ways to persevere when I feel stuck.</p> <p>I can describe the impact of changing my thinking from 'I can't do it' to 'I can't do it yet'. I can explain the importance of practice.</p> <p>I can explain the effects of having hope. I can demonstrate choosing hope.</p> <p>I can describe some things that may try to keep</p>



St. Martin's C of E (VA) Primary School
PSHE and RSE Sequence of Learning

	<p>an impact on my class, family and community.</p> <p>I can think of a person, pet or toy that I miss.</p>	<p>with positive “what if” phrases.</p> <p>I can identify signs of energy being used and can suggest ways to conserve energy.</p>	<p>attitudes I need to develop to achieve my dreams.</p> <p>I can describe what ‘change’ is and give some examples in my life. I can suggest something that I can do that helps me to manage change.</p>	<p>I can choose pictures of things that inspire me.</p> <p>I can create ‘A Dream of my Heart is...’ statement</p> <p>I can define what puberty is and can describe key physical changes that take place as puberty begins.</p>	<p>can describe ways to look after my health and wellbeing as I grow up.</p> <p>I can recall a time when I felt stuck but found a way through.</p>	<p>me in the comfort zone. I can suggest what could happen when I step outside my comfort zone, into ‘Where the magic happens!’?</p> <p>I can describe the changes in my brain as I go through adolescence.</p> <p>I can recall a time when I felt stuck but found a way through. I can identify strategies used to demonstrate ‘No Way Through’ isn’t True!</p>
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