



# Gotham Primary PSHE Progression Planning

## Relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Families and friendships</b> Making friends; Taking turns with others.	<b>Families and friendships</b> Rules of different people; families; feeling cared for.	<b>Families and friendships</b> Making friends; feeling lonely and getting help.	<b>Families and friendships</b> What makes a family; features of family life.	<b>Families and friendships</b> Positive relationships, including online.	<b>Families and friendships</b> Making friendships and peer influence.	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnerships and marriage.
<b>Online Safety: Project Evolve</b> Online Relationships strand.						
<b>Safe relationships</b> Using our manners with others. Follow instructions and staying safe.	<b>Safe relationships</b> Recognising privacy; staying safe: seeking permission.	<b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	<b>Safe relationships</b> Personal values; safely responding to others; the impact of hurtful behaviour.	<b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online.	<b>Safe relationships</b> Physical contact and feeling safe.	<b>Safe relationships</b> Recognising and managing pressure; consent in different situations.
<b>Online Safety: Project Evolve</b> Online Bullying strand						
<b>Respecting ourselves and others</b> Playing cooperatively.	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful.	<b>Respecting ourselves and others</b> Recognising things in common and differences; play and work cooperatively; sharing opinions.	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	<b>Respecting ourselves and others</b> Respective differences and similarities. Discussing differences sensitively.	<b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination.	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including other topical issues.
<b>Online Safety: Project Evolve</b> Self-image and Identity strand						
<b>Vocabulary</b>						
Zones of Regulation						
Friends family safe instructions manners together	Friends kindness emotions feelings rules family privacy permission polite respect	Fair rights rules responsibilities respect conflict disagreement help safe risk resolve	Fair rights rules responsibilities respect conflict disagreement help safe risk resolve	Relationships confidentiality respect differences discretion qualities retaliate bias manage recognise trolling Privacy of information	Friendships influence relationship physical contact consent prejudice discrimination racism unconscious bias	Romantic civil consent Grooming opinions respect issues pressure

## Living in the Wider World

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Belonging to a community</b> What rules are; caring for others' needs; exploring the environment and keeping it tidy.	<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment.	<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community.	<b>Belonging to a community</b> The value of rules and laws, rights, freedoms and responsibilities.	<b>Belonging to a community</b> What makes a community; shared responsibilities.	<b>Belonging to a community</b> Protecting the environment; compassion towards others.	<b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes.

**Online Safety: Project Evolve**  
 Managing online information strand  
 Copyright and ownership strand

<b>Money and work</b> Strengths and interests; people who help us.	<b>Money and work</b> Strengths and interests; jobs in the community.	<b>Money and work</b> What money is; needs and wants; looking after money.	<b>Money and work</b> Different jobs and skill; job stereotypes; setting personal goals.	<b>Money and work</b> Making decisions about money; using and keeping money safe.	<b>Money and work</b> Identifying job interests and aspirations; what influences career choices; work place stereotypes.	<b>Money and work</b> Influences and attitudes to money; money and financial risks.
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## Vocabulary

### Zones of Regulation

Belonging community rules environment resilience digital money	Rules community belonging environment internet digital communicating money online	Responsibilities similarities differences community internet resilience saving value online	Rules laws rights freedoms responsibilities information online goals stereotypes	Choices decisions saving spending shared data privacy information	Protect environment compassion respect media aspirations career choices stereotypes	Diversity value discrimination stereotypes influences attitudes financial
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# Health and Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Physical health and mental wellbeing</b> They talk about ways to keep healthy and safe. Personal needs including dressing and going to the toilet independently.	<b>Physical health and mental wellbeing</b> Keeping healthy; food and exercise, hygiene routines; sun safety.	<b>Physical health and mental wellbeing</b> Why sleep is important; medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help.	<b>Physical health and mental wellbeing</b> Healthy choices and habits; what effects feelings; expressing feelings.	<b>Physical health and mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care.	<b>Physical health and mental wellbeing</b> Healthy sleep habits; sun safety; medicines; vaccinations, immunisations and allergies.	<b>Physical health and mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement.

**Online Safety: Project Evolve**  
Health, wellbeing and lifestyle strand

<b>Growing and changing</b> Knowing that some behaviour is unacceptable and talk about their own and others' behaviour and it consequences.	<b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong.	<b>Growing and changing</b> Growing older; naming body parts; moving class or year.	<b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks.	<b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing.	<b>Growing and changing</b> Human reproduction and birth; increasing independence; managing transition.
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**Online Safety: Project Evolve**  
Online reputation strand

<b>Keeping Safe</b> How rules and age restrictions help us; keeping safe online	<b>Keeping Safe</b> How rules and age restrictions help us; keeping safe online.	<b>Keeping Safe</b> Safety in different environments; risks and safety at home; emergencies.	<b>Keeping Safe</b> Risks and hazards; safety in the local environment and unfamiliar places.	<b>Keeping Safe</b> Medicines and household products; drugs common to everyday life.	<b>Keeping Safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM.	<b>Keeping Safe</b> Regulations and choices; drug use and the law; drug use and the media. <b>Year Six will complete the DAaRT scheme in support of this.</b>
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**Online Safety: Project Evolve**  
Privacy and Security strand

## Vocabulary

Zones of Regulation

<p>Healthy independent behaviour acceptable/ unacceptable consequences actions rules</p>	<p>Physical exercise hygiene sun safety unique rules restrictions</p>	<p>Medicines dental hygiene changing risks safety emergencies sleep</p>	<p>Choices habits risks hazards setback</p>	<p>Maintaining balance lifestyle hygiene medicines household products poison drugs puberty prescription genitalia</p>	<p>Healthy sleep habits medicines FGM undisturbed sleep identity mental wellbeing</p>	<p>Bereavement change loss human reproduction birth independence transition drug law media regulations illegal substances</p>
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## Relationships, Health and Sex Education (RHSE)

Themes	By the end of KS1	By the end of KS2
* Male and Female Body parts, reproduction and (KS2 only) birth	Main human external body parts, humans grow and reproduce, humans have babies and grow into adults, differences between male and female humans, agreed names of sexual parts and all babies have mothers and fathers.	Identify parts of the reproductive system in males and females and describe functions, use appropriate vocabulary for different circumstances, know that humans grow and reproduce, main stages of the human life cycle.
* Growing and changing	Growth and change from babies to adults, what babies need.	Understanding of puberty, reproduction and birth, have heard of contraception
Similarities and differences	Similarities and differences between us, celebrating differences, treating others with respect, gender stereotyping.	Similarities and differences between us, respect each other and difference view points, challenge stereotypes, diversity of life cycles in society, bullying
Feelings	Recognise, name, share and deal with feelings, feel positive about themselves.	Recognise changing emotions, develop confidence, feel positive about themselves, deal with stressful situations, consider how feelings and actions effect other people.
Keeping safe	Recognise safe and unsafe situations, know rules for keeping safe.	Recognise risks including peer pressure and develop strategies to keep themselves safe.
Keeping yourself clean and healthy	Know basic rules for keeping safe and healthy, recognise the importance of good hygiene.	Importance of personal hygiene especially at puberty.
Someone to talk to	Know who to talk to if they have a problem, have the skills and confidence to talk about what is happening to them.	Know who to talk to if they have a problem, have the skills and confidence to talk about what is happening to them, know how to be a good listener.
Friends	Know about being a good friend, making friends, coping when friendships break down, dealing with bullying.	Be able to deal with conflict and bullying, know how to listen to and support friends, manage friendship problems.
Families of all kinds	Understand how families care for us, coping with changes such as a new baby, loss and bereavement.	Understanding of a wide range of family situations including marriage, why babies need families, divorce, separation, loss and bereavement.
Choices and consequences	Understand that behaviour has consequences, that you can make choices; that feelings and actions have an impact on others.	Understand that actions have consequences for themselves and others; make good decisions; resist negative influences from peers and the media.
* Gender stereotypes and (KS2 only) gender and sexuality	Reflect on differences between boys and girls; and whether they should conform to gender stereotypes.	To understand and be able to reflect on gender stereotypes and be aware of sexual stereotypes. To understand unconscious bias.

## Vocabulary

We expect some of this vocabulary to be used before this, but vocabulary will be explicitly taught in these year groups.

EYFS and Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Baby Breast [feeding] <b>Consent (revisited every year group)</b> Gay Penis Pregnancy Relationship Twins	Fertilisation Homophobia	Bisexual Homosexual Lesbian Sex (male/female)	Discharge Gender Hormone Menstrual Cycle Mood swings Period Perspiration Puberty Pubic hair	Asexual Conception Egg cell (ovum) Embryo Erection Foetus Masturbation Ovary Scrotum	Cervix Clitoris FGM Gland Intersex Labia Non-binary Oviduct (fallopian tube) Pansexual

Vulva			Urethra Vagina Uterus Womb	Sexual intercourse Sperm cell Sperm tube (sperm duct) Testes Umbilical Cord Voice Break Wet dream Zygote	Placenta Queer Questioning Smegma Transgender Transphobia Transsexual
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