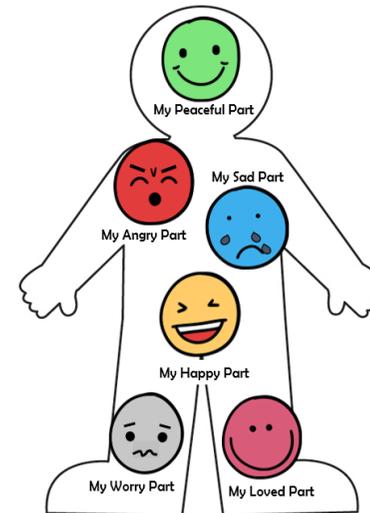
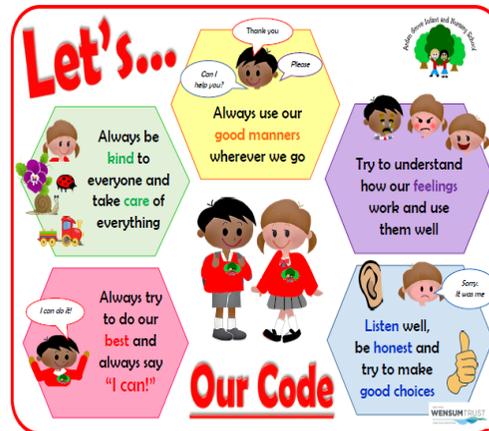




Arden Grove Infant & Nursery School

Curriculum Skills and Progression Map

PSHE & RSE



PSED: AGE RELATED STATUTORY COVERAGE

EYFS LEARNING

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

ELG: Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers;
- **Show sensitivity to their own and to others' needs**

SRE: KEY STAGE ONE LEARNING (by the end of Primary School / Year 6)

Families & People Who Care for Me	Caring Friendships	Respectful Relationships
<ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability ● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<ul style="list-style-type: none"> ● how important friendships are in making us feel happy and secure, and how people choose and make friends ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<ul style="list-style-type: none"> ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● practical steps they can take in a range of different contexts to improve or support respectful relationships ● the conventions of courtesy and manners ● the importance of self-respect and how this links to their own happiness ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● what a stereotype is, and how stereotypes can be unfair, negative or destructive ● the importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	Being Safe	Ways to Support
<ul style="list-style-type: none"> ● that people sometimes behave differently online, including by pretending to be someone they are not ● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous ● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● how information and data is shared and used online 	<ul style="list-style-type: none"> ● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● how to recognise and report feelings of being unsafe or feeling bad about any adult ● how to ask for advice or help for themselves or others, and to keep trying until they are heard, ● how to report concerns or abuse, and the vocabulary and confidence needed to do so ● where to get advice, for example family, school or other sources 	<ul style="list-style-type: none"> ● Use of visual resources e.g. social stories specific to individual children. ● Pre-teaching / small group teaching for vocabulary or concepts for children needing additional time and support. ● Consistent language / visuals across school.

RSE: KEY STAGE ONE LEARNING (where you will find this at Arden Grove) [Link to safeguarding support for sexual harassment / violence *](#)

Families & People Who Care for Me

Caring Friendships

Respectful Relationships

Online Relationships

Being Safe

- All the RSE themes and requirements are covered in Jigsaw and RSE Solutions overview.
- Embedded in our curriculum Intent & Impact
- Highly trained staff who understands the impact of trauma and the need for children to develop positive and healthy attachment. Staff are role models for positive relationships and this is fundamental to our school. This also supports active citizenship.
- We regularly invite families in for family sessions
- EYFS' 'Secret Reader', inviting parents or grandparents to come and read to the reception children.
- Working with families to incorporate their traditions, cultures and celebrations into relevant class curriculums and inviting them in to share their beliefs, traditions and related special celebrations and events.
- Carefully selected, quality texts used to address worries, help children understand emotions and provide a diverse range of images and characters for children to identify with.
- Emotion Coaching – whole school approach to help children recognise and name emotions as well as proving personalised strategies to deal with big emotions.
- Our Code – Is to support knowledge and confidence to make good, safe, healthy (personal & relationship) choices both in school and at home.
- Pupil Voice to give children an opportunity to have a voice and learn to 'speak out', to feel confident to share worries as well as celebrate success.
- Part Language - An age-appropriate way to teach children about the differences between us, how to value this.
- School staff are role models – they wonder aloud and talk about how they are feeling and their strategies to resolve problems
- Bespoke provision for pupils that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- Computing sessions to teach healthy online relationships and what to do if they are unhappy or worried. This spiral curriculum that builds on prior learning and develops essential skills in our technology-led world.
- Weekly communication diaries (via tapestry) with weekly PSED/PSHE updates communicated to parents.
- Whole school newsletters with online safety, information about safeguarding and how we are developing the children's ability to recognise and understand their own and others emotions and ways to develop positive relationships.
- Whole school assembly themes.
- Links to local residential care homes & Friend in Deed supports active citizenship.
- Good health & mental well-being as part of daily school life (PE, Go Noodle, Yoga, Cosmic kids yoga, The Body coach videos, Jumpstart). We discuss the value of these activities to support our mental wellbeing and to make ourselves feel good and relaxed.
- Our Health week provides opportunities to embed learning about healthy body and healthy mind. This supports our teaching general curriculum that physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise. The things we value, enjoy or are good at can all support our wellbeing.. Positive relationships, and eating and sleeping well can also help.

* We have a whole-school approach, based on the knowledge that the development of healthy, safe relationships will underpin every child's ability to form secure attachments, identify unhealthy relationships, have positive self-identity and mental health as well as develop strategies for times when this might be poorer. Our curriculum and everyday interactions with children and families will help develop skills to prevent or enable children now and in the future to confidently respond to harmful sexual behaviours. Our PSHE & RSE curriculum includes visitors such as the NSPCC & use of Pants resources and it works alongside our positive relationships that challenge negative influences and attitudes, gender stereotyping, and discriminatory or sexist language. This is supported by a range of curriculum subjects and we continue to review our curriculum to ensure we provide our young children with the fundamental building block to help them develop healthy, supportive and safe relationships as they get older.

Overview & Curriculum Links

Overview & Curriculum Links						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<p>Being Me in My World Recognising & managing feelings, Links to wellbeing. Knowing special things about themselves, knowing we are all different, know how happiness and sadness can be expressed, how to have kind hands and that being kind is good. Starting to understand other's rights and how we should all be allowed to learn & play. Starting to learn what responsible means.</p> <p>Self-Image & Identify: Knowing it is ok to say no, please stop, I will tell if something makes me feel sad or embarrassed. I can explain this could be in real life or online.</p>	<p>Celebrating Difference Learning what I am good at, that we are all different and we are also the same in some ways. Understanding being different makes us special. Being able to tell you how to be a kind friend. Knowing which words to use to stand up for myself if someone is unkind.</p> <p>Online Relationships: I can recognise ways the internet can be used to communicate. I can give examples of how I might use technology to communicate.</p>	<p>Dreams & Goals Understanding that if I persevere I can tackle challenges. Talking about times when I didn't give up. Setting a goal and working towards it. Using kind words to encourage other people. Understanding the link between what I learn now and how it might help me in the future. Be able to say how I achieved a goal and know what it means to feel proud.</p> <p>Links to wellbeing. Online Reputation: I can identify ways to put info online and the importance of not putting your name to something that is not yours.</p>	<p>Healthy Me Understanding exercise is needed to keep healthy. Knowing moving and resting are good for my body. Knowing which foods are healthy and make healthy choices. Learning how to help myself get to sleep because it sleep is good and helps our wellbeing. Remember to wash my hands because I know it is important to stay healthy.</p> <p>Online 'Bullying': I can describe ways people can be unkind online and give examples of how this can make others feel</p> <p>Look at the body from birth to old age.</p>	<p>Relationships Knowing some of the jobs I like doing in my family. Knowing how to make good friends and how to be a good friend and how this supports our wellbeing. Finding ways to solve problems and stay friends. Starting to understand the impact of unkind words. Using Calm Me to help manage my feelings.</p> <p>Managing Online Information: I can talk about how to use the internet to find things out and name some devices to access online info.</p> <p>I know the people that are special to me - P90</p>	<p>Changing Me Knowing we all grow from babies to adults, know the things we can do and food we eat to stay healthy and to share transition worries / excitement moving into Y1.</p> <p>Health, Wellbeing & Lifestyle: I can identify rules to keep us safe & healthy in and beyond home when using technology.</p> <p>I know what it means to be private - P75.</p>
Y1	<p>Being Me in My World: As above plus, understanding rights & responsibilities of being a class member, understanding their views are important and developing knowledge that choices have consequences.</p> <p>Self-Image & Identify: I can recognise people online could make me feel sad, embarrassed or upset. If this happens I can give examples of how to speak to an adult I trust.</p> <p>Online 'Bullying': I can describe ways to behave online that do not upset others.</p> <p>Describing Feelings P91 - links to wellbeing (Discussed daily through emotion coaching)</p>	<p>Celebrating Difference I can tell you some ways I am different from my friends <i>I understand these differences make us all special and unique</i></p> <p>Online Relationships: I can use Purple Mash to message class friends in computing sessions. I know how to talk to a friend online, positively and considering feelings.</p>	<p>Dreams & Goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. Links to wellbeing.</p> <p><i>I know how to store the feelings of success in my internal treasure chest.</i></p> <p>Online Reputation: I recognise info online could be copied and describe info I should not put online without asking a trusted adult.</p>	<p>Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p><i>I can recognise how being healthy helps me to feel happy and supports my well being.</i></p> <p>Disease & Viruses P143. People who can help us & how to call 999 P150 (Cover in health week)</p> <p>Privacy & Security': I can recognise info that is personal to me and how I must speak to a trusted adult before sharing this info. I can talk about how passwords can be used to protect info & devices.</p>	<p>Relationships I can tell you why I appreciate someone who is special to me <i>and express how I feel about them</i>. Also how positive relationships support my well being.</p> <p>Listen to people, communicating effectively & solving disagreements P124</p> <p>Managing Online Information: I can use the internet to find out info, use simple keywords in search engines and describe how to get help from a trusted help if online content makes us worried or uncomfortable.</p>	<p>Changing Me Covers differences between girls and boys and naming body parts. <i>I can respect my body and understand which parts are private</i>.</p> <p>Using correct vocabulary.</p> <p>Health, Wellbeing & Lifestyle: I can explain the rules to keep us safe when we are using technology both in and beyond the home.</p>
Y2	<p>Being Me in My World: As above plus, knowing it is important to listen to others, knowing the rewards and consequences from choices & knowing positive choices impact on self-learning and others.</p> <p>Self-Image & Identify: I can explain how others' online identity can be different from real life. I can describe how people might make themselves look different online. I can give examples of what might make me feel uncomfortable online and how I might get help.</p> <p>Safe touch & Personal Space P185 & Secret/Surprise 194</p>	<p>Celebrating Difference I can identify some ways in which my friend is different from me <i>I can tell you why I value this difference about him/her</i>.</p> <p>Different families P178</p> <p>Online Relationships: I can explain how to communicate with friends in other countries e.g. Skype, FB, Twitter etc. Health, Wellbeing & Lifestyle: I can give simple guidance for using different technology in different settings</p>	<p>Dreams & Goals I can explain some of the ways I worked cooperatively in my group to create the end product Links to wellbeing.</p> <p><i>I can express how it felt to be working as part of this group</i></p> <p>Self-esteem P164</p> <p>Online Behaviour & Reputation: I can give examples of unkind behaviour and how it could look online and how it can make a person feel. I can explain how info I put online can last for a long time and can be seen by others.</p>	<p>Healthy Me I can make some healthy snacks and explain why they are good for my body and wellbeing.</p> <p><i>I can express how it feels to share healthy food with my friends</i></p> <p>Privacy & Security: I can describe some rules about keeping my info private and explain the importance of passwords. I can explain how and name the many devices in my home that can be linked to the internet.</p>	<p>Relationships I can identify some of the things that cause conflict between me and my friends Links to wellbeing</p> <p><i>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</i>.</p> <p>Bullying P174</p> <p>Managing Online Information: I can use keywords in search engines, navigate a simple webpage to get info I need and explain how to use voice activated devices. I can explain the difference between imaginary / made up and real / true things. I know some things online may not be true.</p>	<p>Changing Me Covers physical differences between girls and boys and naming body parts. <i>I can tell you what I like/don't like about being a boy or girl. private</i>.</p> <p>Babies and Change P169</p> <p>Copyright & Ownership: I can describe why other people's work belongs to them and content on the internet may belong to other people.</p>

Links to other curriculum areas: Jigsaw Online safety RSE Solution Resource (to compliment Jigsaw). In addition to this: **Science-** see curriculum map **Outdoor Learning Pupil Voice**



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition