

Date Palm Primary PSHCE/RSHE Curriculum: Progression of Skills, Knowledge & Understanding

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Health & Wellbeing 7 Cs Control Competence Coping Confidence Connection Character Contribution | <p>- Show more confidence in new social situations.</p> <p>- See themselves as a valuable individual.</p> <p>- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>- Make healthy choices about food, drink, activity and toothbrushing.</p> <p>- Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>- Feel strong enough to express a range of emotions.</p> <p>- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>- Be increasingly able to talk about and manage their emotions.</p> <p>- Safely explore emotions beyond their normal range through</p> | <p>- Develop understanding of 'I can' statements.</p> <p>- Show resilience and perseverance in the face of challenge.</p> <p>- Describe themselves in positive terms and talk about their abilities.</p> <p>- Identify and moderate their own feelings socially and emotionally.</p> <p>- Manage their own needs e.g. personal hygiene.</p> <p>- Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>- See themselves as a valuable individual.</p> <p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>- Set and work towards simple goals, being able</p> | <p>Growth Mindset & Toast Model</p> <p>- Sort thoughts given into helpful and not-so-helpful thought categories;</p> <p>- Give examples of positive learning attitude statements;</p> <p>- Identify and foster a positive growth mindset;</p> <p>- Develop resilience and perseverance;</p> <p>- Self-assess feelings in relation to learning zones.</p> <p>Aiming High</p> <p>- Identify star qualities in others;</p> <p>- Identify attributes they have that would suit them to a desired job;</p> <p>- Challenge stereotypes;</p> <p>- Discuss their ambitions;</p> <p>- Identify ways next year will be different and explain why they think this.</p> <p>It's My Body</p> <p>- Describe their daily bedtime routine;</p> <p>- Explain what happens if you do not exercise regularly;</p> <p>- Explain that other people have rights for their own body;</p> <p>- List some foods that are good to have once a week;</p> | <p>Growth Mindset & Toast Model</p> <p>- Sort thoughts given into helpful and not-so-helpful thought categories;</p> <p>- Set goals for themselves and think about how they might achieve them;</p> <p>- Give examples of positive learning attitude statements;</p> <p>- Identify and foster a positive growth mindset;</p> <p>- Develop resilience and perseverance;</p> <p>- Self-assess feelings in relation to learning zones.</p> <p>Safety First</p> <p>- Identify ways to stay safe in the home;</p> <p>- Identify a range of dangers outside;</p> <p>- Explain the basics of the green cross code;</p> <p>- Explain why we shouldn't take anyone else's medicine;</p> <p>- Explain what to do if they feel unsafe online;</p> <p>- Explain the difference between good and bad secrets;</p> <p>- Identify their personal 'trusted adults'.</p> <p>Think Positive</p> <p>- Recognise and describe positive thoughts and negative thoughts;</p> <p>- Think about and</p> | <p>Growth Mindset & Toast Model</p> <p>- Sort thoughts given into helpful and not-so-helpful thought categories;</p> <p>- Identify what a positive learning attitude is;</p> <p>- Give examples of positive learning attitude statements;</p> <p>- Identify and foster a positive growth mindset;</p> <p>- Develop resilience and perseverance;</p> <p>- Self-assess feelings in relation to learning zones.</p> <p>Aiming High</p> <p>- Discuss their personal achievements and skills</p> <p>- Talk about the range of jobs people do</p> <p>- Discuss what skills and interests are needed for different jobs</p> <p>- Talk about jobs they might like to do in the future</p> <p>- Discuss what skills they might need to do certain jobs</p> <p>It's My Body</p> <p>- Explain what happens if they don't sleep enough;</p> <p>- Discuss what happens to muscles when we exercise them;</p> <p>- Understand they can choose what happens to their body and know</p> | <p>Growth Mindset & Toast Model</p> <p>- Sort thoughts given into helpful and not-so-helpful thought categories;</p> <p>- Identify what a positive learning attitude is;</p> <p>- Give examples of positive learning attitude statements;</p> <p>- Identify and foster a positive growth mindset;</p> <p>- Develop resilience and perseverance;</p> <p>- Self-assess feelings in relation to learning zones.</p> <p>Safety First</p> <p>- Appreciate what being responsible means and name some of their responsibilities;</p> <p>- Appreciate that doing something risky may lead to danger;</p> <p>- Describe where pressure to do things can come from;</p> <p>- Identify people who can help us in an emergency;</p> <p>- Identify safety precautions that can be taken on and near roads;</p> <p>- Explain some of the ways in which drugs, cigarettes and alcohol affect the human body;</p> <p>- Know how to use mobile devices and the Internet responsibly;</p> | <p>Growth Mindset & Toast Model</p> <p>- Sort thoughts given into helpful and not-so-helpful thought categories;</p> <p>- Identify what a positive learning attitude is;</p> <p>- Give examples of positive learning attitude statements;</p> <p>- Identify and foster a positive growth mindset;</p> <p>- Develop resilience and perseverance;</p> <p>- Self-assess feelings in relation to learning zones.</p> <p>Aiming High</p> <p>- Discuss their personal achievements and skills;</p> <p>- Talk about the range of jobs that people do;</p> <p>- Understand what a gender stereotype is;</p> <p>- Talk about skills employers look for in employees;</p> <p>- Work with others in a team;</p> <p>- Discuss the skills everyone needs to succeed.</p> <p>- Understand the significant risks and consequences associated with vaping, drug use, and knife crime, including the impact on health, safety, and legal outcomes.</p> | <p>Growth Mindset & Toast Model</p> <p>- Sort thoughts given into helpful and not-so-helpful thought categories;</p> <p>- Identify what a positive learning attitude is;</p> <p>- Give examples of positive learning attitude statements;</p> <p>- Describe the difference between a growth mindset and a fixed mindset;</p> <p>- Identify strategies for facing a challenge.</p> <p>- Identify and foster a positive growth mindset;</p> <p>- Develop resilience and perseverance;</p> <p>- Self-assess feelings in relation to learning zones.</p> <p>Safety First</p> <p>- Assess a situation for the level of risk;</p> <p>- Appreciate that doing something risky may lead to danger;</p> <p>- Identify people who can help us in an emergency;</p> <p>- Know basic first aid procedures;</p> <p>- Know how to use mobile devices and the Internet responsibly;</p> <p>- Understand why certain information should never be shared online;</p> <p>- Explain what the right</p> |

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| | <p>play and stories.</p> <ul style="list-style-type: none"> - Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. - Learn to use the toilet with help, and then independently. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop appropriate ways of being assertive. - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | <p>to wait for what they want and control their immediate impulses when appropriate.</p> <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - Identify hazard signs that mean something is dangerous; - Explain what germs are and why people need to keep clean. | <p>discuss the consequences of decisions they make and their actions;</p> <ul style="list-style-type: none"> - Recognise triggers for certain emotions; - Describe ways to show or give thanks for what we have; - Describe what being mindful is. | <p>when a ‘secret’ should be shared;</p> <ul style="list-style-type: none"> - Explain that too much sugar is bad for health; - Know the difference between medicine and harmful drugs and chemicals; - Explain how germs travel and spread disease. | <ul style="list-style-type: none"> - Understand why certain information should never be shared online; - Identify behaviour that constitutes cyberbullying. <p>Think Positive</p> <ul style="list-style-type: none"> - Understand that having a positive attitude is good for our mental health; - Understand the causes of negative thoughts; - Identify ways to cope with negative thoughts; - Understand the impact certain changes can have on people and how it can affect them emotionally; - Identify some mindfulness techniques and discuss which they like to use; - Identify strategies to cope with uncomfortable emotions. <p>It’s My Body</p> <ul style="list-style-type: none"> - Define consent and autonomy; - Identify the implications of not getting enough sleep; - Understand why they need to change some of their habits and routines as they get older; - Understand that many images seen in the media are artificially enhanced; - Identify some factors that influence the choices they make about their bodies; - Understand that the | <ul style="list-style-type: none"> - Understand what loneliness is, recognise its impact, and learn strategies to cope with loneliness and support others who may feel lonely. - Understand what deepfakes are, recognise the potential dangers they pose, and develop critical thinking skills to identify and respond to deepfake content responsibly. | <p>to privacy means;</p> <ul style="list-style-type: none"> - Explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online; <p>Think Positive</p> <ul style="list-style-type: none"> - Describe how their thoughts, feelings and behaviours influence each other; - Explain the range and intensity of their feelings to other; - Name some strategies to deal with unhelpful thoughts; - Know how to make an informed choice; - Appreciate how making good choices can make us happy; - Understand how mindfulness techniques can be used in their everyday lives; |
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| | | | | | | choices they make about their bodies have consequences. | | |
| Relationships 7 Cs Control Competence Coping Confidence Connection Character Contribution | <ul style="list-style-type: none"> - Find ways of managing transitions, for example from their parent to their key person. - Establish their sense of self. - Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. - Thrive as they develop self-assurance. - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Feel strong enough to express a range of emotions. - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. - Develop friendships with other children. - Become more | <ul style="list-style-type: none"> - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Think about the perspectives of others. - 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. - 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. - Talk about members of their immediate family. | Be Yourself <ul style="list-style-type: none"> - Say what makes them an individual; - Identify feelings from facial expressions and body language; - Talk confidently about what they like that makes them feel happy; - Explain how to manage feelings of anger and sadness; - Describe strategies to explain how change and loss can be dealt with positively; TEAM <ul style="list-style-type: none"> - Show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team; - Create a picture by using good listening to follow instructions; - Create a chain of kindness by thinking of their own idea of a way to be kind; - Draw or write ways to deal with teasing or bullying behaviour; - Draw a picture to show a time they made a good choice and to write what happened next. | VIPs <ul style="list-style-type: none"> - Identify who the special people in their lives are and explain why they are important to them; - Explain why having a family network is important; - Know what makes someone a good friend and demonstrate these qualities; - Put positive resolution techniques into practice; - Identify several ways to show others they care and understand the importance of doing this. Growing Up <ul style="list-style-type: none"> - Consider the best thing to do in a given scenario; - Explain what 'unique' means and consider what makes them unique; - Show respect for others' likes and dislikes; - Show an understanding of the need to get to know a person before making assumptions about them; - Describe physical changes humans go through as they grow up; - Show an understanding of how | Be Yourself <ul style="list-style-type: none"> - List some of their achievements and say why they are proud of them; - Identify facial expressions associated with different feelings; - Describe some strategies that they could use to help them cope with uncomfortable feelings; - Explain that the messages they receive from the media about how they should look, think and behave are not always realistic; - Suggest ways to make things right after a mistake has been made; - Explain that mistakes help them to learn and grow. TEAM <ul style="list-style-type: none"> -Use pictures to express their thoughts, feelings and worries; -Plan and create a role play about a team scenario; - With support, identify a feeling and how it is being expressed; - Show the resolution to a dispute through pictures and with the key words given; -Use a word mat to create a list of 'Pass It On' ideas. | VIPs <ul style="list-style-type: none"> - Discuss how our attitudes impact new friendships being made; - Create a plan for being an anonymous friend over the course of a week; - Work together to create a role play about positive resolution techniques; - Create a poster with ideas to help someone who is being bullied. | Be Yourself <ul style="list-style-type: none"> - Discuss scenarios where children are torn between 'fitting in' and being true to themselves; - Explain how to communicate their feelings in different situations; - Create a role play to show different ways to manage uncomfortable feelings; - Create resolutions to different tricky situations; - Identify the feelings involved in making a mistake and understand how to make amends. TEAM <ul style="list-style-type: none"> - Understand what successful teamwork skills are; - Express opinions respectfully; - Explain what collaborative working is; - Discuss what a compromise is; - Identify ways of showing care to others in their team; - List shared responsibilities within the class team. Growing Up <ul style="list-style-type: none"> - Describe the main changes that occur during puberty. | VIPs <ul style="list-style-type: none"> - Create a list to show different ways we can care for our VIPs; - Show a calming technique on a poster; - Discuss how a disagreement could either be avoided or handled; - Identify and discuss which secrets are OK to keep and which need to be shared; - Identify healthy and unhealthy relationships. Growing Up <ul style="list-style-type: none"> - Describe the main changes that occur during puberty. - Explain how to look after their bodies during puberty; - Explain the steps to keep oneself clean; - Name some ways to cope with new or difficult emotions; - Describe some of the ways in which the media fuels the notion of a perfect body; Growing Up Part 2 <ul style="list-style-type: none"> - Understand and dispel gender stereotypes. - Understand the protected characteristics of the Equality Act 2010. - Understand personal boundaries with the |

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| | <p>outgoing with unfamiliar people, in the safe context of their setting.</p> <ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Talk with others to solve conflicts. - Understand gradually how others might be feeling. | | | <p>our responsibilities change as we grow;</p> <ul style="list-style-type: none"> - Discuss how certain changes in people's lives can make them feel. | | | <ul style="list-style-type: none"> - Explain how to look after their bodies during puberty; - Explain the steps to keep oneself clean; - Name some ways to cope with new or difficult emotions; - Describe some of the ways in which the media fuels the notion of a perfect body; | <p>opposite gender.</p> <ul style="list-style-type: none"> - Understand the role of marriage in community and society, and to explain the act of sex and the concept of consent in simple terms. - Understand FGM, recognise the counterarguments regarding its dangers and illegality, and know where to seek help if at risk. - Understand domestic violence, identify signs of unhealthy relationships, and know how to seek help and support for oneself or others in unsafe situations. |
| <p>Living in the Wider World</p> <p>7 Cs</p> <p>Control</p> <p>Competence</p> <p>Coping</p> <p>Confidence</p> <p>Connection</p> <p>Character</p> <p>Contribution</p> | <ul style="list-style-type: none"> - Express preferences and decisions. They also try new things and start establishing their autonomy. - Engage with others through gestures, gaze and talk. - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. - Develop their sense of responsibility and | <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from | <p>Money Matters</p> <ul style="list-style-type: none"> - Explain ways we can save money; - Identify why it is important to keep money safe; - Discuss ways we can keep track of money we spend. <p>Britain</p> <ul style="list-style-type: none"> - Describe how they can help groups and communities they belong to; - Recognise choices can have negative and positive consequences; - Explain some consequences of negative and positive choices; - Talk about why helping their neighbourhood is important; - Give reasons why it is | <p>Respecting Rights</p> <ul style="list-style-type: none"> - Know what rights are and identify rights that all people share; - Explain how people protect their rights; - Show respect for the rights of others; - Explain how to behave towards someone who is different from them; - Understand why it is important to be fair; <p>One World</p> <ul style="list-style-type: none"> - Describe how family life in different countries can be the same as and different from their own; - Describe what it is like to go to school in different countries and identify similarities to and differences from theirs; | <p>Money Matters</p> <ul style="list-style-type: none"> - Discuss where money comes from; - Talk about reasons people go to work; - Consider why and how people might get into debt; - Identify things they want and need; - Explain ways we can keep track of what we spend. <p>Britain</p> <ul style="list-style-type: none"> - Talk about what democracy is; - Talk about what rules and laws are; - Talk about what liberty means; - Describe a diverse society; <p>- Community project: Plant flowers/vegetables and</p> | <p>Respecting Rights</p> <ul style="list-style-type: none"> - Explain what makes human rights universal; - Understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; - Explain what democracy is and how this relates to rules and human rights; - Explain what it means to respect the rights of others and understand why this is important; - Understand how stereotypes can inhibit people's human rights being met. <p>One World</p> <ul style="list-style-type: none"> - Give reasons for similarities and differences between people's lives; | <p>Money Matters</p> <ul style="list-style-type: none"> - Discuss ways advertisers try to influence us; - Identify what it means to be a 'critical consumer'; - Describe what 'value for money' means; - Talk about what 'tax' is. <p>Britain</p> <ul style="list-style-type: none"> - Talk about the range of faiths and ethnicities in Britain; - Explain how and why laws are made; - Discuss some roles of local government; - Describe the basic structure of national government; - Talk about the role of charities and voluntary groups in the | <p>Respecting Rights</p> <ul style="list-style-type: none"> - Explain what the Universal Declaration of Human Rights is; - Describe why children have their own rights; - Identify that human rights take precedence over national law and cultural and family traditions and practices; - Give reasons as to why people's rights are not always met; - Identify how we can be rights-respecting citizens; - Share their thoughts on how human rights activists have changed the world. - Understand and dispel gender stereotypes; - Understand the protected |

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| <p>membership of a community.</p> <ul style="list-style-type: none"> - Show more confidence in new social situations. - Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. - Community project: Gratitude letters to family members. - Fundraise: our class | <p>stories, non-fiction texts and (when appropriate) maps.</p> <ul style="list-style-type: none"> - Talk about members of the community. - Talk about the lives of the people around them and their roles in society. - Community project: Gratitude letters to people who help us. - Fundraise: our class | <p>important to have differences;</p> <ul style="list-style-type: none"> - Community project: Litter patrol, take care of school property (e.g. clean library, outdoor area). - Fundraise: our school | <ul style="list-style-type: none"> - Discuss the environmental problems of the over use and misuse of natural resources; - Explain why it is important to care for the earth and discuss ways this can be done. - Community project: Litter patrol outside school (e.g. local park, neighbouring school), recycling at school - Fundraise: third world country school | <ul style="list-style-type: none"> sell for charity, hold a used book sale fundraiser for charity, book buddies initiative for EYFS/KS1 - Fundraise: Richard House | <ul style="list-style-type: none"> - Detail if they feel something is fair or not; - Give reasons for their own opinions; - Recognise how their actions impact on people in different countries; - Discuss climate change in terms of what it is and its effects; - Explain how organisations help people in need. - Community project: Recycling at school, walk to school week, 20 grains of rice initiative - Fundraise: third world country school | <p>community.</p> <ul style="list-style-type: none"> - Community project: Adopt a zoo animal, elderly care home, bake sale - Fundraise: Royal Mencap Society | <p>characteristics of the Equality Act 2010.</p> <p>One World</p> <ul style="list-style-type: none"> - Explain how to be a responsible global citizen. - Describe what can be done to help prevent global warming from getting worse. - Explain how energy use can be changed to help the environment. - Understand the importance of biodiversity. - Describe the impact of their choices for people and places across the world. - Community project: Help the homeless food packages, food bank, elderly care home, street trees - Fundraise: Third world country <p>Career Development</p> <ul style="list-style-type: none"> - Understand that work is a fundamental part of our lives. - Link own strengths and interests to potential careers. - Describe a range of jobs carried out by people. |
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