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
Health & Wellbeing **7 Cs** **Control** **Competence** **Coping** **Confidence** **Connection** **Character** **Contribution**	- Show more confidence in new social situations. - See themselves as a valuable individual. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. - Find ways to calm themselves, through being calmed and comforted by their key person. - Feel strong enough to express a range of emotions. - Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. - Be increasingly able to talk about and manage their emotions. - Safely explore emotions beyond their normal range through	- Develop understanding of 'I can' statements. - Show resilience and perseverance in the face of challenge. - Describe themselves in positive terms and talk about their abilities. - Identify and moderate their own feelings socially and emotionally. - Manage their own needs e.g. personal hygiene. - Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian - See themselves as a valuable individual. - 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	**Growth Mindset & Toast Model** - Sort thoughts given into helpful and not-so-helpful thought categories; - Give examples of positive learning attitude statements; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. **Aiming High** - Identify star qualities in others; - Identify attributes they have that would suit them to a desired job; - Challenge stereotypes; - Discuss their ambitions; - Identify ways next year will be different and explain why they think this. **It's My Body** - Describe their daily bedtime routine; - Explain what happens if you do not exercise regularly; - Explain that other people have rights for their own body; - List some foods that are good to have once a week;	**Growth Mindset & Toast Model** - Sort thoughts given into helpful and not-so-helpful thought categories; - Set goals for themselves and think about how they might achieve them; - Give examples of positive learning attitude statements; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. **Safety First** - Identify ways to stay safe in the home; - Identify a range of dangers outside; - Explain the basics of the green cross code; - Explain why we shouldn't take anyone else's medicine; - Explain what to do if they feel unsafe online; - Explain the difference between good and bad secrets; - Identify their personal 'trusted adults'. **Think Positive** - Recognise and describe positive thoughts and negative thoughts; - Think about and	**Growth Mindset & Toast Model** - Sort thoughts given into helpful and not-so-helpful thought categories; - Identify what a positive learning attitude is; - Give examples of positive learning attitude statements; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. **Aiming High** - Discuss their personal achievements and skills - Talk about the range of jobs people do - Discuss what skills and interests are needed for different jobs - Talk about jobs they might like to do in the future - Discuss what skills they might need to do certain jobs **It's My Body** - Explain what happens if they don't sleep enough; - Discuss what happens to muscles when we exercise them; - Understand they can choose what happens to their body and know	**Growth Mindset & Toast Model** - Sort thoughts given into helpful and not-so-helpful thought categories; - Identify what a positive learning attitude is; - Give examples of positive learning attitude statements; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. **Safety First** - Appreciate what being responsible means and name some of their responsibilities; - Appreciate that doing something risky may lead to danger; - Describe where pressure to do things can come from; identify people who can help us in an emergency; - Identify safety precautions that can be taken on and near roads; - Explain some of the ways in which drugs, cigarettes and alcohol affect the human body; - Know how to use mobile devices and the Internet responsibly;	**Growth Mindset & Toast Model** - Sort thoughts given into helpful and not-so-helpful thought categories; - Identify what a positive learning attitude is; - Give examples of positive learning attitude statements; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. **Aiming High** - Discuss their personal achievements and skills; - Talk about the range of jobs that people do; - Understand what a gender stereotype is; - Talk about skills employers look for in employees; - Work with others in a team; - Discuss the skills everyone needs to succeed. - Understand the significant risks and consequences associated with vaping, drug use, and knife crime, including the impact on health, safety, and legal outcomes.	**Growth Mindset & Toast Model** - Sort thoughts given into helpful and not-so-helpful thought categories; - Identify what a positive learning attitude is; - Give examples of positive learning attitude statements; - Describe the difference between a growth mindset and a fixed mindset; - Identify strategies for facing a challenge. - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. **Safety First** - Assess a situation for the level of risk; - Appreciate that doing something risky may lead to danger; - Identify people who can help us in an emergency; - Know basic first aid procedures; - Know how to use mobile devices and the Internet responsibly; - Understand why certain information should never be shared online; - Explain what the right

	play and stories. - 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’.	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.	- Identify hazard signs that mean something is dangerous; - Explain what germs are and why people need to keep clean. - Know how and when to brush teeth correctly. - Identify choices that help keep teeth healthy. - Know how and when to brush teeth correctly. - Identify choices that help keep teeth healthy.	discuss the consequences of decisions they make and their actions; - Recognise triggers for certain emotions; - Describe ways to show or give thanks for what we have; - Describe what being mindful is. - Explain why we need to protect ourselves from too much sun. - Identify ways to stay safe in the sun.	when a ‘secret’ should be shared; - 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.	- Understand why certain information should never be shared online; - Identify behaviour that constitutes cyberbullying. **Think Positive** - 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. **It’s My Body** - 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	- Understand what loneliness is, recognise its impact, and learn strategies to cope with loneliness and support others who may feel lonely. - Explain how people and platforms online can influence or manipulate others and describe safe, responsible ways to recognise and respond to online risks such as scams, deepfakes and data misuse.	to privacy means; - Explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online; **Think Positive** - 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; - Explain how vaccinations help the body fight certain diseases. - Understand how immunisation can help protect ourselves and others.

						choices they make about their bodies have consequences.		
Relationships **7 Cs** **Control** **Competence** **Coping** **Confidence** **Connection** **Character** **Contribution**	- 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	- 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** - 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** - 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** - 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** - 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** - 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** -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** - 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** - 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; - Describe a range of feelings people may experience after a loss and explain healthy ways to manage grief and seek support for themselves or others. - Create resolutions to different tricky situations; - Identify the feelings involved in making a mistake and understand how to make amends. **TEAM** - 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	**VIPs** - 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** - 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** – Understand and dispel gender stereotypes. – Understand the protected characteristics of the Equality Act 2010. - Understand personal boundaries with the

	outgoing with unfamiliar people, in the safe context of their setting. - 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.			our responsibilities change as we grow; - Discuss how certain changes in people's lives can make them feel.			responsibilities within the class team. **Growing Up** - 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;	opposite gender. - Understand the role of marriage in community and society, and to explain the act of sex and the concept of consent in simple terms. - Explain why sexual content online is inappropriate, know what to do if they encounter it, and understand that sharing such material involving anyone under 18 is illegal. - 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.
Living in the Wider World **7 Cs** **Control** **Competence** **Coping** **Confidence** **Connection** **Character** **Contribution**	- 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	- 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	**Money Matters** - 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. **Britain** - Describe how they can help groups and communities they belong to; - Recognise choices can have negative and positive consequences;	**Respecting Rights** - 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; **One World** - Describe how family life in different	**Money Matters** - 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. **Britain** - Talk about what democracy is; - Talk about what rules	**Respecting Rights** - 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	**Money Matters** - 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. **Britain** - Talk about the range of faiths and ethnicities in Britain; - Explain how and why	**Respecting Rights** - 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;

	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 membership of a community. - 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	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 stories, non-fiction texts and (when appropriate) maps. - 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	- Explain some consequences of negative and positive choices; - Talk about why helping their neighbourhood is important; - Give reasons why it is important to have differences; - Community project: Litter patrol, take care of school property (e.g. clean library, outdoor area). - Fundraise: our school	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; - 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	and laws are; - Talk about what liberty means; - Describe a diverse society; - Community project: Plant flowers/vegetables and sell for charity, hold a used book sale fundraiser for charity, book buddies initiative for EYFS/KS1 - Fundraise: Richard House	stereotypes can inhibit people's human rights being met. **One World** - Give reasons for similarities and differences between people's lives; - 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	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 community. - Community project: Adopt a zoo animal, elderly care home, bake sale - Fundraise: Royal Mencap Society	- Share their thoughts on how human rights activists have changed the world. - Understand and dispel gender stereotypes; - Understand the protected characteristics of the Equality Act 2010. **One World** - 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 **Career Development** - 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.