PSHE and RSE Progression Document

Curriculum architecture

WGS curriculum strand	Main statutory connection	Progression principle
My healthy self	Mental wellbeing; physical health and fitness; healthy eating; health and prevention	Recognise and name needs, then make informed choices and manage increasingly complex influences.
Connecting with others	Families; caring friendships; respectful relationships	Move from kindness and belonging to boundaries, conflict management, inclusion and healthy relationships.
The online world	Online safety and awareness; internet safety and harms	Move from supported use and help-seeking to privacy, critical evaluation, pressure, content and reporting.
Growing up	Changing adolescent body; being safe; science links	Develop accurate language, body autonomy and understanding of change before puberty and transition.
Staying safe / health protection	Being safe; basic first aid; health and prevention; personal safety	Recognise hazards, reduce risk, respond appropriately and keep seeking help until heard.
Citizenship and economic wellbeing	Wider PSHE: community, money, work and careers	Move from helping and belonging to rights, responsibilities, enterprise, careers and financial decisions.
Transition and wellbeing	Mental wellbeing; respectful relationships	Recognise strengths, manage change and use strategies and support networks.

PSHE and RSE Progression Document

My healthy self

Progression from recognising feelings and bodily needs to making informed, independent choices about mental and physical health.

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
Foundation	Identify and express feelings; use simple coping strategies and a calm space. Recognise what exercise, rest, hygiene and healthy food do for wellbeing. **Knowledge strand:** Recognise and name feelings and basic needs; know that movement, rest, hygiene and varied food support wellbeing. **Skills strand:** Notice feelings and body signals; use simple calming and self-care routines; ask an adult for help.	EYFS PSED: self-regulation and managing self.	**Enrichment**: Visits from nurse **Wellbeing assembly** - termly **Oracy**: name feelings, listen and take turns. **Curriculum links**: EYFS PSED, PE, science.
Year 1	Recognise a wider range of emotions, notice that feelings change, and identify strategies that help when feelings are difficult. **Knowledge strand:** Know that emotions have names, causes and visible clues, and that feelings can change. **Skills strand:** Name emotions, identify clues and choose a simple strategy to manage a difficult feeling.	Mental wellbeing: name feelings, talk about them and use simple self-care.	**Wellbeing assembly** - termly **Oracy**: explain ideas and listen to others. **Curriculum links:** **Science** – sensitive bodies unit **DT** – Cooking and nutrition, Smoothies unit **PE** - Links to all units **Computing** – Online Safety **Wellbeing** – Understanding others lesson
Year 2	Explain how movement, sleep, food, drink and dental care support the body; make simple healthy choices in daily routines. **Knowledge strand:** Know how sleep, movement, food, drink, hygiene and dental care help the body and mind. **Skills strand:** Compare everyday choices, explain likely effects and plan a simple healthy routine.	Physical health and fitness; healthy eating; health and prevention.	**Enrichment**: Visit from a dentist **Wellbeing assembly** - termly **Oracy:** ask questions and connect learning to experience. **Curriculum links**: **Science** – Life cycles and health unit **DT** – Balanced diet unit **Computing** – Online safety **PE** – Links to all units, Team building unit
Year 3	Explain links between thoughts, feelings and physical sensations; use strategies for strong emotions and know when to seek adult support. **Knowledge strand:** Know that thoughts, feelings, behaviour and physical sensations are connected.	Mental wellbeing: links between physical and mental health; seeking help.	**Enrichment**: MK Safety Centre **Wellbeing assembly** - termly **Oracy**: use subject vocabulary and reflect on discussion. **Curriculum links:** **Science** – Movement and nutrition unit

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
	Skills strand: Recognise patterns, use a range of regulation strategies and decide when adult support is needed.		**PE** – Links to all units **Wellbeing** – Making a Difference unit
Year 4	Understand that wellbeing can change; recognise personal strengths, setbacks and habits that support mental and physical health. **Knowledge strand:** Know that habits, setbacks, strengths and choices can affect physical and mental wellbeing. **Skills strand:** Reflect on habits, set a realistic wellbeing goal and review which strategies are effective.	Mental wellbeing; physical health and fitness; healthy routines.	**Enrichment**: LegoLand trip, Residential, Shine a Light concert **Wellbeing assembly** - termly **Oracy:** ask probing questions and give respectful feedback. **Curriculum links**: **Guided reading unit** – El Defo **Science** – Digestion and food unit **PE** – Links to all units, Orienteering unit **Computing –** Online safety and good habits
Year 5	Use a range of strategies to manage pressure and setbacks; understand balanced routines, sleep, physical activity and informed health choices. **Knowledge strand:** Know how balanced routines, sleep, activity, nutrition and outside influences affect health decisions. **Skills strand:** Evaluate choices and influences, manage pressure and select informed strategies for wellbeing.	Mental wellbeing; healthy eating; physical health and fitness; health information.	**Enrichment:** Swimming and Bikeability **Wellbeing assembly** - termly **Oracy:** justify a view using evidence and listen to challenge. **Curriculum links:** **Class read** – Owen and the soldier **Science** – life cycles and reproduction **PE -** Links to all units, Communication and tactics unit **DT** – Developing a healthy recipe **Computing –** Online safety and good habits **Wellbeing** – Working together and growth mindset lessons
Year 6	Prepare for increasing independence by evaluating health information, managing change and knowing when and how to access support. **Knowledge strand:** Know how to judge health information, recognise when support is needed and identify trusted routes to help. **Skills strand:** Question sources, weigh consequences, make reasoned choices and seek appropriate support independently.	Mental wellbeing; health and prevention; where and how to seek support.	**Enrichment:** Residential **Wellbeing assembly** - termly **Oracy**: discuss complex issues sensitively and respond to questions. **Curriculum links:** **Guided Reading:** The Final Year text **Science** – Circulation and health unit

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
			PE – Links to all units **Computing –** Online safety and good habits **Music –** Songs that speak unit

PSHE and RSE Progression Document

Connecting with others

Progression from belonging, sharing and friendship to respectful, safe and inclusive relationships.

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
Foundation	Recognise special people and different families; share, cooperate, celebrate similarities and differences, and describe a good friend. **Knowledge strand:** Know that families and friendships can be different and that kindness, honesty and turn-taking help relationships. **Skills strand:** Listen, share, cooperate, notice others' needs and use words to solve small problems.	EYFS PSED: building relationships.	**Enrichment:** Visiting speakers, assemblies, Electric Umbrella **Oracy:** name feelings, listen and take turns. **Curriculum Links:** EYFS PSED, PE, science, English – core books
Year 1	Identify what makes each person special; describe how families show care; recognise friendship, kindness, safety and respectful behaviour. **Knowledge strand:** Know that families care for one another and that positive friendships involve kindness, inclusion and safety. **Skills strand:** Recognise friendly behaviour, respond to feelings and work positively with different people.	Families and people who care for me; caring friendships; respectful relationships.	**Enrichment:** Visiting speakers, assemblies, Electric Umbrella, Gruffalo theatre trip, St Mary's Church visit **Oracy:** explain ideas and listen to others. **Curriculum Links:** **English** – A Superhero like you, Paddinton, Ada Twist, Beegu **Science** – Sensitive bodies unit **PE –** Links with all units **RE –** Why should we care for others? **Computing –** Online safety **Wellbeing –** Understanding others
Year 2	Recognise that families are different and special; express feelings and boundaries calmly; identify repeated unkindness and seek help. **Knowledge strand:** Know that families differ, boundaries deserve respect and repeated unkindness should be reported. **Skills strand:** Show respect for difference, communicate a boundary and seek help with friendship difficulties.	Families; caring friendships; respectful relationships; being safe.	**Enrichment** – Visiting speakers, assemblies, Electric Umbrella **Oracy:** ask questions and connect learning to experience. **Curriculum Links:** **English** – Atinuke, Proudest Blue, Florence Nightingale and Mary Seacole, The Owl Who Was Afraid of the Dark units **Science** – Life cycles and health unit **DT –** Baby Bear's Chair unit **PE -** Links with all units

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
			Computing – Online safety **Wellbeing –** Giving compliments, generosity **RE –** How do we know some people feel a special connection to God?
Year 3	Develop self-respect and inclusion; recognise respectful behaviour, personal boundaries and how to respond when someone feels excluded or unsafe. **Knowledge strand:** Know that self-respect, inclusion, trust and personal boundaries support healthy relationships. **Skills strand:** Express needs respectfully, include others and respond safely when behaviour feels wrong.	Respectful, kind relationships; caring friendships; seeking help.	**Enrichment:** – Visiting speakers, assemblies, Electric Umbrella, MK Safety Centre, Zainabiya Islamic Centre **Oracy:** use subject vocabulary and reflect on discussion. **Curriculum Links**: **English** – The man on the Moon, Iron Man, BFG units **Science** – Movement and nutrition **Computing –** Online safety **RE –** Where do we get our morals from? **Wellbeing –** Making a difference, Appreciation **Music** – Reggae rhythms and Inspired by India units
Year 4	Understand qualities of healthy friendships; manage disagreement and conflict; challenge stereotypes and show respect for difference. **Knowledge strand:** Know the qualities of healthy friendships and how stereotypes, bullying and conflict can cause harm. **Skills strand:** Use respectful conflict strategies, challenge stereotypes and repair relationships where possible.	Caring friendships; respectful relationships; bullying and stereotypes.	**Enrichment:** – Visiting speakers, assemblies, Shine a Light with Electric Umbrella, LegoLand, Residential **Oracy:** ask probing questions and give respectful feedback. **Curriculum Links:** **English** – Overheard in a Tower Block, El Defo, The Butterfly Lion, Street Child units **PE** – Links to all units, orienteering **History** – How have children's lives changed **Computing** - Online Safety **RE** – How important are our beliefs? **Wellbeing** -Resilience lesson
Year 5	Consider trust, loyalty, pressure and changing friendships; communicate assertively and recognise when a relationship is unhealthy. **Knowledge strand:** Know how trust, loyalty, pressure and changing circumstances can affect relationships.	Respectful, kind relationships; boundaries; harmful relationships.	**Enrichment:** – Visiting speakers, assemblies, Electric Umbrella, Young Voices **Oracy:** justify a view using evidence and listen to challenge. **Curriculum Links:**

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
	Skills strand: Communicate assertively, recognise unhealthy patterns and choose safe ways to get support.		**English** – Wonder, Owen and the Soldier, How to Train a Dragon units **PE** – Links to all units, swimming **Computing** – Online safety **RE** – Why do people have to stand up for what they believe in? **Wellbeing** -Others around me, working together, pay it forward
Year 6	Apply understanding of consent, boundaries, respect and conflict to more complex relationships; identify support and report concerns. **Knowledge strand:** Know that healthy relationships are built on respect, mutual trust, clear boundaries and responsible choices. **Skills strand:** Manage disagreement, set and respect boundaries, challenge unsafe behaviour and report concerns.	All primary Relationships Education categories, applied with increasing independence.	**Enrichment:** – Visiting speakers, assemblies, Electric Umbrella, Young Voices, Willersley Castle residential **Oracy:** discuss complex issues sensitively and respond to questions. **Curriculum Links:** **English** – The Boy at the Back of the Class, Romeo and Juliet, Coming to England, I am Malala units **Science –** Evolution and Inheritance **PE** – Links to all units, orienteering **Music** – Songs that speak **Computing** – Online safety **Wellbeing** – Adaptive sports

PSHE and RSE Progression Document

The online world

Progression from supported use and help-seeking to critical, respectful and safe participation online.

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
Foundation	Use devices with adult support; begin to understand that adults help keep children safe. **Knowledge strand:** Know that technology is used with adult help and that trusted adults help children stay safe. **Skills strand:** Follow simple device rules and tell an adult when something online is worrying.	EYFS links: safe, supported use of technology.	**Enrichment:** Parent workshop, assemblies **Oracy:** name feelings, listen and take turns. **Curriculum Links**: EYFS PSED, PE, science, computing
Year 1	Distinguish online and in-person activity; use devices respectfully, balance screen time, and tell an adult about worrying content. **Knowledge strand:** Know that online activity is part of everyday life and that respectful behaviour and balanced use matter. **Skills strand:** Use devices responsibly, recognise worrying content and ask a trusted adult for help.	Online safety and awareness; internet safety and harms.	**Enrichment:** Parent workshop, assemblies **Oracy:** explain ideas and listen to others. **Curriculum Links:** **Computing** – Links to all units **Wellbeing** – Understanding others
Year 2	Understand private information, who may see shared content, that online content may not be true, and how to get help. **Knowledge strand:** Know that personal information needs protection and that online content may be unsuitable or untrue. **Skills strand:** Pause before sharing, question simple claims and report anything that feels uncomfortable.	Privacy; information sharing; harmful or misleading content.	**Enrichment:** Parent workshop, assemblies **Oracy**: ask questions and connect learning to experience. **Curriculum Links**: **Computing** – Links to all units **Wellbeing** – Compliments
Year 3	Communicate respectfully online; recognise misunderstanding and online bullying; reduce risk and report concerns. **Knowledge strand:** Know that online communication can be misunderstood and that bullying online is harmful. **Skills strand:** Communicate respectfully, reduce risk, save relevant information and report concerns.	Respectful online relationships; online bullying; reporting.	**Enrichment:** Parent workshop, assemblies, MK Safety Centre O**racy**: use subject vocabulary and reflect on discussion. **Curriculum Links**: **Computing** – Links to all units **Wellbeing** – Shared interests, appreciation
Year 4	Understand digital footprints, privacy and location settings; recognise that people may pretend online and assess whether contact or content is safe.	Privacy and location settings; harmful contact; people pretending online.	**Enrichment:** Parent workshop, assemblies, **Oracy:** ask probing questions and give respectful feedback.

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
	Knowledge strand: Know how digital footprints, privacy settings, location sharing and false identities can affect safety. **Skills strand:** Check settings, assess contact and content, and choose a safe response to uncertainty.		**Curriculum Links**: **Computing** – Links to all units **Wellbeing** – Penpals
Year 5	Evaluate online information and influence; understand age restrictions, pressure, scams and the risks of sharing images or personal information. **Knowledge strand:** Know how age limits, persuasion, scams and image-sharing can create pressure and risk. **Skills strand:** Evaluate information and influence, resist pressure and protect personal information.	Minimum ages; pressure; circulation of material; critical evaluation.	**Enrichment:** Parent workshop, assemblies, **Oracy:** justify a view using evidence and listen to challenge. **Curriculum Links**: **Computing** – Links to all units **Wellbeing** – Others around me, Working together
Year 6	Use critical judgement about online relationships, content and financial harms; resist pressure, preserve evidence where appropriate and report through trusted routes. **Knowledge strand:** Know that online relationships, content and financial activity require critical judgement and clear reporting routes. **Skills strand:** Check evidence and motives, compare sources, preserve evidence where appropriate and report through trusted routes.	End-of-primary online safety and awareness statements; health education on internet safety and harms.	**Enrichment:** Parent workshop, assemblies, **Oracy:** discuss complex issues sensitively and respond to questions. **Curriculum Links**: **Computing** – Links to all units **RE –** What place does religion have in our world today?

PSHE and RSE Progression Document

Growing up and body autonomy

Progression is factual, age appropriate and rooted in safeguarding, accurate vocabulary and respect.

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
Foundation	Notice how people grow and change; use clear language for the body and understand that each person is unique. **Knowledge strand:** Know that people grow and change and that every person is unique. **Skills strand:** Use clear, respectful language about the body and talk to a trusted adult about worries.	EYFS Understanding the World and PSED.	**Oracy:** name feelings, listen and take turns. **Curriculum Links**: EYFS PSED, PE, science.
Year 1	Recognise that bodies belong to their owners; identify comfortable and uncomfortable feelings and trusted adults. **Knowledge strand:** Know that each person's body belongs to them and that comfortable and uncomfortable feelings can be noticed. **Skills strand:** Express simple personal boundaries and identify trusted adults who can help.	Being safe: body ownership, unsafe contact and trusted adults.	**Oracy**: explain ideas and listen to others. **Curriculum Links**: S **Science** – Sensitive bodies **Computing** – Online safety unit
Year 2	Describe how people grow; use correct names for body parts; state personal boundaries and respect the boundaries of others. **Knowledge strand:** Know that bodies grow over time, privacy matters and other people's boundaries must be respected. **Skills strand:** Use accurate, age-appropriate vocabulary, state a boundary and respond respectfully to another person's boundary.	Being safe; correct names for body parts; health education.	**Oracy:** ask questions and connect learning to experience. **Curriculum Links:** **Science** – Life cycles and health **Computing** – Online safety unit
Year 3	Recognise that bodies and responsibilities change with age; reinforce privacy, body autonomy and help-seeking. **Knowledge strand:** Know that growing older brings physical, emotional and practical changes and increasing responsibility. **Skills strand:** Recognise change, maintain privacy, communicate boundaries and seek help when unsure.	Being safe; privacy; changing adolescent body preparation.	**Oracy:** use subject vocabulary and reflect on discussion. **Curriculum Links:** **Science** – Health **Computing** – Online safety unit
Year 4	Understand physical and emotional changes associated with growing up and begin age-appropriate preparation for puberty.	Changing adolescent body; science: growth and development.	**Oracy:** ask probing questions and give respectful feedback. **Curriculum Links:**

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
	Knowledge strand: Know that growing up involves normal physical and emotional changes that happen at different times. **Skills strand:** Ask appropriate questions, use reliable sources and respond respectfully to differences.		**Science** – Digestion and food **Computing** – Online safety unit
Year 5	Understand puberty, personal hygiene and changing emotions; use accurate vocabulary and know where to seek reliable help. **Knowledge strand:** Know that puberty involves physical and emotional change, personal care and a need for reliable information and support. **Skills strand:** Use accurate vocabulary, manage personal care and identify trusted sources of help.	Changing adolescent body; health and prevention; science links.	**Oracy:** justify a view using evidence and listen to challenge. **Curriculum Links:** **Science** – Life cycles and reproduction **Computing** – Online safety unit
Year 6	Understand puberty, reproduction and transition to secondary school. Clearly distinguish statutory science/health content from the two non-statutory sex-education lessons in the school overview. **Knowledge strand:** Know that change towards adolescence and secondary school involves growing independence, wellbeing and responsibility. **Skills strand:** Apply self-management, respectful communication, help-seeking and transition planning.	Changing adolescent body; primary science on reproduction and puberty; primary sex education is recommended but not compulsory.	**Oracy:** discuss complex issues sensitively and respond to questions. **Curriculum Links:** **Science** – Evolution and inheritance **Computing** – Online safety unit Transition work with local secondary schools

PSHE and RSE Progression Document

Staying safe and health protection

Progression from following safety routines to assessing risk, responding appropriately and securing help.

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
Foundation	Follow routines that keep people safe; practise hygiene, safe pedestrian behaviour and asking an adult for help. **Knowledge strand:** Know simple routines for hygiene, pedestrian safety and getting adult help. **Skills strand:** Follow safety routines, spot an obvious hazard and ask a trusted adult for help.	EYFS PSED: managing self; safe pedestrian and hygiene.	**Enrichment:** Visits from nurse, dentist, police, fire service, safeguarding assemblies, parent workshop on first aid **Oracy:** name feelings, listen and take turns. **Curriculum Links:** EYFS PSED, PE, science, DT
Year 1	Recognise hazards at home and near roads; notice body signals when something feels unsafe; identify trusted helpers and basic responses to injury or illness. **Knowledge strand:** Know that rules reduce everyday risks and that healthcare and emergency helpers have different roles. **Skills strand:** Identify hazards, follow instructions and explain how to get help for illness or injury.	Being safe; personal safety; health and prevention; basic first aid.	**Enrichment:** Safeguarding assemblies, Local area walk, parent workshop on first aid **Oracy:** explain ideas and listen to others. **Curriculum Links:** **Science** – Sensitive bodies **PE** – Links to all units **DT** – Cooking and nutrition unit
Year 2	Make safe choices in different places; understand personal boundaries and how to get help if something does not feel right. **Knowledge strand:** Know that safe choices depend on place, activity and personal boundaries. **Skills strand:** Assess a simple situation, choose a safer action and keep seeking help if needed.	Being safe; privacy and boundaries; personal safety.	**Enrichment:** Safeguarding assemblies, Parent workshop on first aid **Oracy:** ask questions and connect learning to experience. **Curriculum Links:** **Science** – Life cycles and health **PE** – Links to all units **DT** – Cooking and nutrition unit **Computing** – Online privacy and safe use
Year 3	Prevent common illness and injury and respond appropriately; understand when an adult or emergency service is needed. **Knowledge strand:** Know how healthy habits, medicines and healthcare help prevent illness and injury. **Skills strand:** Explain prevention steps and decide when an adult or emergency service is needed.	Health and prevention; basic first aid; being safe.	**Enrichment:** Safeguarding assemblies, Parent workshop on first aid, MK Safety Centre (all children make a 999 call) **Oracy:** use subject vocabulary and reflect on discussion. **Curriculum Links:**

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
			Science – Life cycles and health **PE** – Links to all units
Year 4	Assess risk in travel, fire, water and everyday situations; understand basic first aid and how to respond without putting oneself at risk. **Knowledge strand:** Know key risks linked to travel, fire, water and everyday activities, and the principle of not creating further danger. **Skills strand:** Compare levels of risk, follow first-aid guidance and respond without putting oneself at risk.	Personal safety, including fire and travel safety; basic first aid.	**Enrichment:** Safeguarding assemblies, Parent workshop on first aid **Oracy:** ask probing questions and give respectful feedback. **Curriculum Links:** **DT** – Cooking and nutrition unit **PE** – Links to all units
Year 5	Apply first-aid knowledge, understand medicines and household substances, and recognise risks linked to alcohol, tobacco and other drugs. **Knowledge strand:** Know that medicines and household substances must be used as directed and that harmful substances affect health. **Skills strand:** Apply first-aid knowledge, recognise pressure and practise safe refusal and help-seeking.	Facts and risks associated with drugs, alcohol and tobacco; basic first aid.	**Enrichment:** Safeguarding assemblies, Parent workshop on first aid, Bikeability, swimming lessons **Oracy:** justify a view using evidence and listen to challenge. **Curriculum Links:** **Science** – Life cycles and reproduction **PE** – Links to all units
Year 6	Make reasoned safety decisions, respond to emergencies, understand risk and influence, and continue seeking help until heard. **Knowledge strand:** Know how risk, influence and consequences shape safety decisions and emergency responses. **Skills strand:** Make reasoned decisions, respond calmly, communicate clearly and persist in seeking help.	End-of-primary being safe, health and prevention and basic first-aid statements.	**Enrichment:** Safeguarding assemblies, Parent workshop on first aid, Willersley Castle residential **Oracy:** discuss complex issues sensitively and respond to questions. **Curriculum Links:** **Science** – Circulation and health **PE** – Links to all units

PSHE and RSE Progression Document

Citizenship, economic wellbeing and careers

This wider PSHE strand complements the statutory Relationships and Health Education curriculum.

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
Foundation	Help others, care for shared spaces and take part in simple group decisions. **Knowledge strand:** Know that people belong to groups, share spaces and can help with simple decisions. **Skills strand:** Take turns, care for shared resources and contribute an idea to a group choice.	EYFS PSED and Understanding the World.	**Enrichment:** Assemblies, looking after the environment, birds of prey experience **Oracy:** name feelings, listen and take turns. **Curriculum Links:** EYFS PSED, PE, science, geography
Year 1	Identify ways to help other people and the environment; understand simple class and community responsibilities. **Knowledge strand:** Know that rules, care and respect help people, animals and places, and that everyone can contribute. **Skills strand:** Explain a simple opinion, follow agreed rules and take part in caring for the environment.	Wider PSHE: living in the wider world; links to citizenship.	**Enrichment:** Local area walk, assemblies, birds of prey experience, Electric Umbrella, Whipsnade Zoo visit **Oracy:** explain ideas and listen to others **Curriculum links:** **English –** Lilia and the Secret of the Rain, Beegu **Science** – Seasonal Changes, investigation science through stories **Geography** – What is it like to live in Shanghai? **Wellbeing** -Gardening
Year 2	Explain how people belong to communities and how money is earned and used. **Knowledge strand:** Know that people belong to communities and that money is earned and used for different purposes. **Skills strand:** Identify groups, distinguish a simple need from a want and make a basic spending choice.	Wider PSHE: community and economic wellbeing.	**Enrichment:** Assemblies, birds of prey experience, Electric Umbrella, MK Museum **Oracy:** ask questions and connect learning to experience. **Curriculum links:** **English –** Atinuke, Grandad's Island, Emmeline Pankhurst units **Maths** – Money units **RE** – Links to all units **Wellbeing** -Perseverance
Year 3	Explore rights and responsibilities; recognise a range of careers and reasons people choose different work.	Wider PSHE: rights, responsibilities and careers.	**Enrichment:** Assemblies, birds of prey experience, Electric Umbrella, MK Safety Centre, Oxford visit, M and M Productions

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
	Knowledge strand: Know that people have rights and responsibilities and that careers involve different skills and choices. **Skills strand:** Discuss an issue, listen to other views and link personal strengths to types of work.		**Oracy**: use subject vocabulary and reflect on discussion. **Curriculum links:** **Wellbeing** – Shared interests
Year 4	Understand rules, laws, democracy and contribution; distinguish needs and wants and make simple spending choices. **Knowledge strand:** Know how rules, laws, democracy, needs, wants and value for money influence community and financial decisions. **Skills strand:** Debate respectfully, take part in a fair decision and compare simple spending options.	Wider PSHE: citizenship and economic wellbeing.	**Enrichment:** Assemblies, birds of prey experience, Electric Umbrella, LegoLand Wshop, dentist visit **Oracy:** ask probing questions and give respectful feedback. **Curriculum links:** **English** – Visiting author, authors on staff **Geography** – Where does our food come from?
Year 5	Understand earning, saving, borrowing and value; challenge career stereotypes and recognise skills linked to future work. **Knowledge strand:** Know the meaning of earning, saving, borrowing, budgeting and career stereotypes. **Skills strand:** Plan a simple budget, explain value for money and challenge limiting assumptions about work.	Wider PSHE: financial education and careers; stereotypes link to respectful relationships.	**Enrichment:** Natwest bank workshop, Assemblies **Oracy:** justify a view using evidence and listen to challenge. **Curriculum links:** **English** – Harriet Tubman, Princess Sophia Duleep Singh: My Story **Maths** – Money units **Wellbeing** – Giving to my Community
Year 6	Apply democratic and financial understanding to real decisions; consider enterprise, career pathways, risk, fraud and responsible citizenship. **Knowledge strand:** Know how citizens can influence decisions and how risk, fraud, enterprise and career pathways affect choices. **Skills strand:** Research and justify a view, evaluate financial risk and make a responsible decision.	Wider PSHE: financial education, careers and citizenship; online financial harms link to statutory online safety.	**Enrichment:** Parliament visit, Assemblies **Oracy:** discuss complex issues sensitively and respond to questions. **Curriculum links:** **English –** Debating unit, Talking transitions **Computing** – Online safety **Transition project** – Music festival

PSHE and RSE Progression Document

Transition and wellbeing

Transition learning is deliberately revisited so pupils become increasingly able to manage change and seek support.

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
Foundation	Celebrate achievements, use kind words and talk positively about moving to Year 1. **Knowledge strand:** Know that achievements can be celebrated and that change can bring different feelings. **Skills strand:** Talk about feelings, name a strength and identify an adult who can help with change.	EYFS PSED: self-regulation, managing self and building relationships.	**Enrichment:** Celebration assemblies, Transition day **Oracy:** name feelings, listen and take turns. **Curriculum Links**: EYFS PSED, PE, science.
Year 1	Identify strengths and new skills; recognise that change can bring mixed feelings and name people who can help. **Knowledge strand:** Know that learning new skills takes practice and that support is available during change. **Skills strand:** Use positive self-talk, try again and ask for help with a new situation.	Mental wellbeing: change, feelings and seeking support.	**Enrichment:** Celebration assemblies, Transition day **Oracy:** explain ideas and listen to others. **Curriculum Links**: **English** – Speaking loud and proud **Wellbeing** – Understanding others, making mistakes
Year 2	Prepare for change by using routines, talking about worries and recognising growing independence. **Knowledge strand:** Know that routines, preparation and growing independence can make transitions easier. **Skills strand:** Plan a simple step, talk about a worry and use a familiar coping strategy.	Mental wellbeing and respectful relationships.	**Enrichment:** Celebration assemblies, Transition day **Oracy**: ask questions and connect learning to experience. **Curriculum Links**: **English** – The Owl Who was Afraid of the Dark **Wellbeing** – Perseverance, generosity, confidence
Year 3	Reflect on progress, set a simple goal and use coping strategies when routines or relationships change. **Knowledge strand:** Know that goals, reflection and regulation strategies support progress through change. **Skills strand:** Set a goal, monitor progress and adapt a strategy when routines or relationships change.	Mental wellbeing: resilience and help-seeking.	**Enrichment:** Celebration assemblies, Transition day **Oracy:** use subject vocabulary and reflect on discussion. **Curriculum Links**: **English** – Introduction to speeches

PSHE and RSE Progression Document

Year group	Curriculum learning and progression	EYFS/National Curriculum links	Enrichment, oracy and links to the WGS curriculum
			Wellbeing – Practice makes progress, shared interests
Year 4	Use personal strengths and support networks during transition; plan practical steps for a new situation. **Knowledge strand:** Know that strengths, support networks and practical planning can reduce uncertainty. **Skills strand:** Identify support, break a change into steps and rehearse a constructive response.	Mental wellbeing; respectful relationships.	**Enrichment:** Celebration assemblies, Transition day **Oracy:** ask probing questions and give respectful feedback. **Curriculum Links**: **English** – Speech unit **Wellbeing** – My thoughts, Resilience
Year 5	Anticipate changes, distinguish controllable and uncontrollable factors, and use strategies for uncertainty. **Knowledge strand:** Know the difference between controllable and uncontrollable factors and how mindset affects responses. **Skills strand:** Anticipate challenges, focus effort on controllable actions and select strategies for uncertainty.	Mental wellbeing: setbacks, change and support.	**Enrichment:** Celebration assemblies, Transition day **Oracy:** justify a view using evidence and listen to challenge. **Curriculum Links**: **English** – Introduction to debates, Speeches **Wellbeing** – Others Around Me, Working Together, Growth Mindset
Year 6	Prepare for secondary school by applying self-management, relationship and safety knowledge; know how to access support in a new setting. **Knowledge strand:** Know that successful transition relies on organisation, self-regulation, relationships, safety and help-seeking. **Skills strand:** Plan for a new setting, manage routines, communicate needs and access support independently.	Mental wellbeing; transition; support and safeguarding.	**Enrichment:** Celebration assemblies, Transition day **Oracy:** discuss complex issues sensitively and respond to questions. **Curriculum Links**: **English** – Debating, Talking Transitions, My Final Year **Wellbeing** –Leavers' Performance Transitional activities with secondary schools