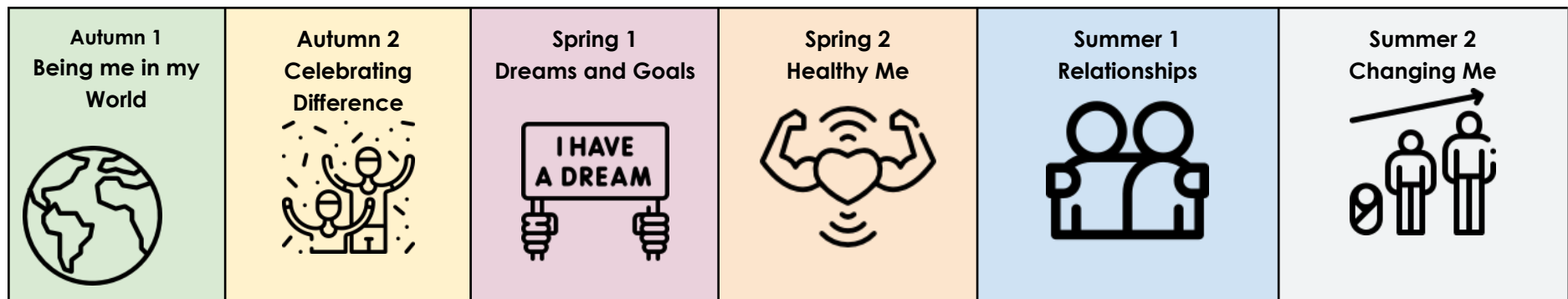


PSHE and RSE at St Matthias - Progression of Skills

Intent: At St Matthias, the PSHE and RSE curriculum is engaging, purposeful, relevant to the real world and equips our pupils with age appropriate knowledge and skills which reflects the needs of our school community. We want to empower our pupils to respect themselves as individuals, whilst developing an understanding, tolerance and acceptance for others and their differences. It is our goal to develop a clear set of values (Christian and British), including honesty and kindness, as well as establishing a strong moral code, in order for our pupils to value themselves and others as unique human beings, capable of spiritual, moral, intellectual and physical growth. Our curriculum sets out to develop pupils' varied abilities and talents, as well as developing pupils into active members of a family and their wider communities.



Being Me in My World - Autumn 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting 	<p>Recognise self-worth</p> <ul style="list-style-type: none"> • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively 	<p>Recognise self-worth</p> <ul style="list-style-type: none"> • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively 	<p>Identify the feelings associated with being included or excluded</p> <ul style="list-style-type: none"> • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices 	<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<p>Be able to identify what they value most about school</p> <ul style="list-style-type: none"> • Identify hopes for the school year • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions

			<ul style="list-style-type: none"> • Know how to regulate my emotions 			
Celebrating Difference - Autumn 2						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify feelings associated with being proud</p> <ul style="list-style-type: none"> • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend 	<p>Recognise ways in which they are the same as their friends and ways they are different</p> <ul style="list-style-type: none"> • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique 	<p>Be able to show appreciation for their families, parents and carers</p> <ul style="list-style-type: none"> • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation • Accessing appropriate support if necessary • Be able to recognise, accept and give 	<ul style="list-style-type: none"> • Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look 	<ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural background • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material 	<ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth 	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <ul style="list-style-type: none"> • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and

	and special	compliments		wealth		discrimination and why it happens
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Dreams and Goals - Spring 1						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand that challenges can be difficult</p> <ul style="list-style-type: none"> • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success 	<ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others 	<ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others 	<p>Can talk about their hopes and dreams and the feelings associated with these</p> <ul style="list-style-type: none"> • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude 	<p>Can talk about their hopes and dreams and the feelings associated with these</p> <ul style="list-style-type: none"> • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude 	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and 	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and

	<ul style="list-style-type: none"> • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Enjoy being part of a group challenge • Can share their success with others 	<ul style="list-style-type: none"> • Enjoy being part of a group challenge • Can share their success with others 	someone from a different culture <ul style="list-style-type: none"> • Understand why they are motivated to make a positive contribution to supporting others 	compliments to other people when they recognise that person's achievements
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Healthy Me - Spring 2						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise how exercise makes them feel <ul style="list-style-type: none"> • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough 	<ul style="list-style-type: none"> • Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help 	Desire to make healthy lifestyle choices <ul style="list-style-type: none"> • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends 	Able to set themselves a fitness challenge <ul style="list-style-type: none"> • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do 	Can identify the feelings that they have about their friends and different friendship groups <ul style="list-style-type: none"> • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise 	Can make informed decisions about whether or not they choose to smoke when they are older <ul style="list-style-type: none"> • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways 	Are motivated to care for their own physical and emotional health <ul style="list-style-type: none"> • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves

<p>sleep</p> <ul style="list-style-type: none"> • Can explain what to do if a stranger approaches them 	<ul style="list-style-type: none"> • Recognise how being healthy helps them to feel happy 			<p>negative feelings in peer pressure situations</p> <ul style="list-style-type: none"> • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive 	<p>to keep themselves calm in an emergency</p> <ul style="list-style-type: none"> • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure
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Summer 1 - Relationships						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can identify what jobs they do in their family and those carried out by	Can express how it feels to be part of a family and to care for family members	Can identify the different roles and responsibilities in their family	<ul style="list-style-type: none"> • Know how to access help if they are concerned about anything on 	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany 	Can suggest strategies for building self esteem of themselves and	Recognise that people can get problems with their mental health and

<p>parents/carers and siblings</p> <ul style="list-style-type: none"> • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities 	<ul style="list-style-type: none"> • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust 	<p>social media or the internet</p> <ul style="list-style-type: none"> • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world 	<p>jealousy</p> <ul style="list-style-type: none"> • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see 	<p>others</p> <ul style="list-style-type: none"> • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time 	<p>that it is nothing to be ashamed of</p> <ul style="list-style-type: none"> • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others
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Summer 2 - Changing Me

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Can identify how they have changed from a baby</p> <ul style="list-style-type: none"> • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home 	<p>Understand and accepts that change is a natural part of getting older</p> <ul style="list-style-type: none"> • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class 	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <ul style="list-style-type: none"> • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future 	<p>Can express how they feel about babies</p> <ul style="list-style-type: none"> • Can describe the emotions that a new baby can bring to a family • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify stereotypical family roles and challenge these ideas • Can identify changes they are looking forward to in the next year • 	<ul style="list-style-type: none"> • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change 	<p>Can celebrate what they like about their own and others' self-image and body-image</p> <ul style="list-style-type: none"> • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about 	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't

		<ul style="list-style-type: none"> • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened 	Can suggest ways to help them manage feelings during changes they are more anxious about		having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager	want to <ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
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