

Savile Town I & N School- RSHE Progression Map



EYFS	Key Stage One
<p>Range 5: PSED: Making Relationships</p> <ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play <p>PSED: Sense of Self</p> <ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help <p>PSED: Understanding Emotions</p> <ul style="list-style-type: none"> • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares 	<p>Families and people who care for me</p> <p>By the end of primary school, pupils will know:</p> <ul style="list-style-type: none"> • That families are important for them growing up because they can give love, security, and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring friendships</p> <p>By the end of primary school, pupils will know:</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, but that these can often be worked through, so that the friendship is repaired or even strengthened and that resorting to violence is never right. • How to recognise who to trust and who not to trust.

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- Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants
- Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

Range 6:PSED:Making Relationships

Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.

- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.
- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
- Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support
- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.
- Is proactive in seeking adult support and able to articulate their wants and needs.
- Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.

PSED:Sense of Self

- Recognises that they belong to different communities and social groups and communicates freely about own home and community.

- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.

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- Is aware of their abilities, ethnicity, class and gender and sensitive to prejudice and discrimination.
- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups.
- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.
- Has a clear idea about what they want to do in their play and how they want to go about it. They show confidence in choosing resources and perseverance in carrying out a chosen activity.

PSED: Understanding Emotions

Understands their own and other people's feelings, offering empathy and comfort

- Talks about their own and others' feelings and behaviour and its consequences.
- Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.
- Seeks support, emotional 'refuelling' and practical help in new or challenging situations.
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness.
- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise.

ELG: Building Relationships

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

ELG: Managing Self

- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others - including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Mental Wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.

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- Be confident to try new activities and show independence, resilience, perseverance in the face of challenge
 - Explain the reason for rules, know right from wrong and try to behave accordingly
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- [ELG:Self Regulation](#)
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
 - Give focussed 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

- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

[Internet safety and harms](#)

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.

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- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries.

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Progression of Jigsaw Attainment descriptors in each Puzzle

Puzzle 1: Being Me in My World

Being Me in My World	Working towards	Working at	Working beyond
Ages 5-6	<p>I can tell you something positive that I like about being in my class.</p> <p>I can say how I help make my class a happy and safe place.</p>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can explain why I have a right to learn in a happy and safe class.</p> <p>I can explain how everyone in my class has responsibilities to make our class happy and safe.</p>
Ages 6-7	<p>I can tell you some things that make my class a safe and fair place.</p> <p>I can say how I feel about my class and why I like it being safe and fair.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can justify the choices I make to help keep my class and school a safe and fair place.</p> <p>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>

Puzzle 2: Celebrating Difference

Celebrating Difference	Working towards	Working at	Working beyond
Ages 5-6	<p>I can talk about one thing that makes me different from my friends and one thing that we have in common.</p> <p>I can tell you ways that I could be kind to other people in my class.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain why being unique and special is important.</p> <p>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>

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<p>Ages 6-7</p>	<p>I can name some differences and similarities between me and other people in my class.</p> <p>I can give a reason why a friend is special to me.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend.</p> <p>I can also explain why it is OK to be different from my friends.</p>	<p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>I can offer strategies that allow me to stand up for myself and my friends.</p>
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Puzzle 3: Dreams & Goals

Dreams & Goals	Working towards	Working at	Working beyond
<p>Ages 5-6</p>	<p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>
<p>Ages 6-7</p>	<p>I can tell you what I did to help my group create an end product.</p> <p>I can say how I felt about working in a group.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>

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Puzzle 4: Healthy Me

Healthy Me	Working towards	Working at	Working beyond
Ages 5-6	<p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.</p> <p>I know that my body is special and I need to take care of it.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p>
Ages 6-7	<p>I can tell you some things I can put in or on my body to keep it healthy.</p> <p>I can say how I feel about being healthy.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p>

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Puzzle 5: Relationships

Relationships	Working towards	Working at	Working beyond
Ages 5-6	<p>I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.</p> <p>I can tell you why I like some people and who I might go to for help if I need it.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.</p> <p>I can also explain how this helps me feel safe and good about myself.</p> <p>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.</p>
Ages 6-7	<p>When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>