



# PROGRESSION OF SKILLS & KNOWLEDGE MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



PSHE and RSE							
	SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<p><u>Being Me in My World</u> Learning about their place and influence in the World</p> <p><i>'JigsawPSHE'</i></p>	<p>Understand the rights and responsibilities of being a member in my class.</p> <p>Know how to make my class a safe place for everybody to learn.</p>	<p>Understand the rights and responsibilities of being a member in my class and school.</p> <p>Help to make my class a safe and fair space to learn.</p>	<p>Understand why rules are needed and how they relate to rights and responsibilities.</p> <p>Value myself and know how to make someone else feel valued and welcome.</p>	<p>Understand how democracy and having a voice benefits the school community.</p> <p>Take on a role in a group and contribute to the overall outcome.</p>	<p>Understand my rights and responsibilities as a British citizen and a member of my school.</p> <p>Empathise with people in this country whose lives are different to own.</p>	<p>Know that there are universal rights for all children but for many children these rights are not met.</p> <p>Understand my own wants and needs and can compare these with children in different communities.</p>
AUTUMN 2	<p><u>Celebrating Difference</u> Learning to have and show tolerance of the differences in race, gender, religion and culture (Including Anti bullying)</p> <p><i>'JigsawPSHE'</i></p>	<p>Tell ways that I am different from my friends.</p> <p>Understand these differences make us all special and unique.</p>	<p>Identify some ways in which my friend is different from me.</p> <p>Tell why I value this difference about him/her.</p>	<p>Tell about a time when my words affected someone's feelings and what the consequences were.</p> <p>Give and receive compliments and know how this feels.</p>	<p>Tell of a time when my first impression of someone changed as I got to know them.</p> <p>Explain why it is good to accept people for who they are.</p>	<p>Explain the differences between direct and indirect types of bullying.</p> <p>Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Show empathy with people in either situation.</p>

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	SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPRING 1	<p><u>Dreams and Goals</u> Develop awareness of ones aspirations for the future. <i>'JigsawPSHE'</i></p>	<p>Tell how I felt when I succeeded in a new challenge and celebrated it.</p> <p>Know how to store the feelings of success in my internal treasure chest.</p>	<p>Explain some of the ways I work cooperatively in my group to create the end product.</p> <p>Express how it felt to be working as part of this group.</p>	<p>Evaluate my own learning process and identify how it can be better next time.</p> <p>Confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p>Know how to make a new plan and set new goals even if I have been disappointed.</p> <p>Know what it means to be resilient and to have a positive attitude.</p>	<p>Describe the dreams and goals of a young person in a culture different from mine.</p> <p>Reflect on how these relate to my own.</p>	<p>Describe some ways in which I can work with other people to help make the world a better place.</p> <p>Identify why I am motivated to do this.</p>
SPRING 2	<p><u>Healthy Me</u> Developing knowledge of keeping safe in mind and physical body. <i>'JigsawPSHE'</i></p>	<p>Tell you why I think my body is amazing and can identify some ways to keep it healthy and safe.</p> <p>Recognise how being healthy helps me to feel happy.</p>	<p>Make some healthy snacks and explain why they are good for my body.</p> <p>Express how it feels to share healthy food with my friends.</p>	<p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>Express how being anxious or scared feels.</p>	<p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>Respect and value my body.</p>	<p>Evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>Tell you how I feel about using alcohol when I am older and my reasons for this.</p>
SUMMER 1	<p><u>Relationships</u> Learning how to make and maintain positive relationships. <i>'JigsawPSHE'</i></p>	<p>Tell you why I appreciate someone who is special to me.</p> <p>Express how I feel about them.</p>	<p>Identify some of the things that cause me conflict between me and my friends.</p> <p>Demonstrate how to use the positive problem solving techniques to resolve conflicts with my friends.</p>	<p>Explain how some of the actions and work of people around the world help and influence my life.</p> <p>Show an awareness of how this could affect my choices.</p>	<p>Explain different points of view on animal rights issues.</p> <p>Express my own opinion and feelings on this.</p>	<p>Explain how to stay safe when using technology to communicate with my friends.</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Recognise when people are trying to gain power or control.</p> <p>Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>

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PSHE and RSE							
	SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SUMMER 2	<p><u>Sum 2</u></p> <p><u>RSE</u></p>	<p>We meet God's love in our family.</p> <p><u>Aim:</u> Focus on families and especially growing up in a loving, secure and stable home.</p> <p><u>Social &amp; Emotional:</u> Recognise signs that I am loved in my family.</p> <p><u>Physical:</u> Recognise how a I am cared for and kept safe in my family.</p> <p><u>Spiritual:</u> Celebrate the ways God loves and cares for us.</p>	<p>We meet God's love in the community.</p> <p><u>Aim:</u> Describe how we are growing and developing in communities that are God-given.</p> <p><u>Social &amp; Emotional:</u> Recognise the joy and friendship of belonging to a diverse community.</p> <p><u>Physical:</u> Describe the ways of being safe in communities.</p> <p><u>Spiritual:</u> Celebrate ways of meeting god in our communities.</p>	<p>How we live in love.</p> <p><u>Aim:</u> Describe and give reasons for how we grow in love, in caring and happy friendships where we are secure and safe.</p> <p><u>Social &amp; Emotional:</u> Describe and give reasons how friendships make us feel happy and safe.</p> <p><u>Physical:</u> Describe and gives reasons why friendships can break down, how they can be repaired and strengthened.</p> <p><u>Spiritual:</u> Celebrate the joy and happiness of living in friendship with god and others.</p>	<p>God loves us in our differences.</p> <p><u>Aim:</u> Make links and connections to show that we are all different. Celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.</p> <p><u>Social &amp; Emotional:</u> Describe how we all should be accepted and respected.</p> <p><u>Physical:</u> Describe how we should treat others, making links with the diverse modern society we live in.</p> <p><u>Spiritual:</u> Celebrate the uniqueness and innate beauty of each of us.</p>	<p>God loves us in our changing and developing.</p> <p><u>Aim:</u> Show knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty - sensitivity, mood swings, anger, boredom, etc. and grow further in recognising God's presence in our daily lives.</p> <p><u>Social &amp; Emotional:</u> Show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p><u>Physical:</u> Show knowledge and understanding of all physical changes in puberty.</p> <p><u>Spiritual:</u> Celebrate the joy of growing physically and spiritually.</p>	<p>The wonder of god's love in creating new life.</p> <p><u>Aim:</u> Develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focussing on Catholic teaching, children will know and understand about the conception of a child within marriage.</p> <p><u>Social &amp; Emotional:</u> Develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p><u>Physical:</u> Explain how human life is conceived.</p> <p><u>Spiritual:</u> Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including lifelong relationships.</p>
	'Journey in Love' Scheme of Work						

# PROGRESSION OF SKILLS & KNOWLEDGE MAP

## ST JOHN FISHER RC PRIMARY SCHOOL

PSHE & RSE						
AUTUMN 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1 Unit	Being Me In My World					
Knowledge taught within unit	Recognise that our feelings may change. Explain why the classroom is a safe place to learn.	Hopes and fears for the year. Rights and Responsibilities - being class and school member. Rewards and consequences. Having a voice.	Responsible choices. Rewards and consequences. Rules, rights and responsibilities.	Rewards and consequences. Group decision-making. What motivates behaviour?	Understand my rights and responsibilities as a citizen of my country. Understand how an individual's behaviour can impact a group. Understand how democracy and having a voice benefits the school community and know how to participate in this.	Suggest how some of their choices affect others locally and globally.

# PROGRESSION OF SKILLS & KNOWLEDGE MAP

## ST JOHN FISHER RC PRIMARY SCHOOL

PSHE & RSE						
AUTUMN 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 2 Unit	Celebrating Difference					
Knowledge taught within unit	<p>Give examples of the ways I am similar and different to other people.</p> <p>Identify ways of being kind and helpful to others.</p> <p>Explain what bullying is and what to do if it happens to me or another person.</p>	<p>Stereotypes.</p> <p>Similarities and differences between boys and girls.</p> <p>Bullying sometimes linked to difference, how it feels to be bullied.</p> <p>Knowing what is right and wrong, how to get help.</p> <p>Not judging others, being friends with others who are different to us.</p> <p>Differences make us special and unique.</p>	<p>Positivity in challenges.</p> <p>Families and their differences.</p> <p>Family conflict and how to manage it (child-centred).</p> <p>Recognising how words can be hurtful.</p>	<p>Challenging assumptions.</p> <p>Understanding influences.</p> <p>Understanding bullying.</p> <p>Judging by appearance.</p> <p>First impressions.</p>	<p>Understand cultural differences and how they can cause conflict.</p> <p>Recognise and to know what racism is.</p> <p>Understand the effect of rumours and name-calling on other people.</p> <p>Know what bullying is and to recognise when it takes place.</p> <p>Know what material wealth is and how it can impact our happiness.</p> <p>Understand the benefits of respecting and enjoying other cultures.</p>	<p>Understand how differences can impact our lives and experiences.</p>

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SPRING 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring 1 Unit	Dreams and Goals					
Knowledge taught within unit	Goals are targets that we work towards. We may face obstacles and we can think of ways to overcome them. We have different feelings and it is important to recognise them. We celebrate when we have met a goal and can set a new challenge for ourselves. We can learn from each other.	Choosing realistic goals and knowing how to achieve them. Understand how working with others can help people to learn. Know how to share success with other people. Know how contributing to the success of a group feels.	Recognise the health benefits of physical activity. Acknowledge that talking about emotions with others can be supportive.	Know how it feels to have hopes and dreams. Know how to share in the success of a group and how to store this success experience in my internal treasure chest.	Recognise and to know what racism is. Understand why racism is wrong.	Know my learning strengths and can set challenging but realistic goals for myself. Know what some people in my class like or admire about me

# PROGRESSION OF SKILLS & KNOWLEDGE MAP

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SPRING 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring 2 Unit	Healthy Me					
Knowledge taught within unit	<p>Healthy and unhealthy lifestyle choices are different.</p> <p>Germs cause disease/illness.</p> <p>Household products including medicines can be harmful if not used properly.</p> <p>Know how to keep safe when crossing the road and about people who can help me keep stay safe.</p>	<p>Know what is needed to keep our bodies healthy.</p> <p>Know what relaxed means; know things that make a person feel relaxed/stressed.</p> <p>Understand how medicines work in our bodies and how important it is to use them safely.</p> <p>Know how it feels to share healthy food with friends.</p> <p>Have a healthy relationship with food and I know which foods are most nutritious for my body.</p>	<p>Show respect for my body and appreciate what it does for me.</p> <p>Explain why it is important to have rules.</p> <p>Describe different conflicts that might happen in family or friendship groups</p>	<p>Be aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</p> <p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>Tap into my inner strength and know how to be assertive.</p>	<p>Understand how negative body images impact one's well-being.</p> <p>Understand how cultural differences allow us to learn more about each other.</p> <p>Know what to do in case of an emergency.</p>	<p>Know about different types of drugs and their uses and their effects on the body, particularly the liver and heart</p> <p>Understand that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risks this involves</p> <p>Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p>

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SUMMER 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 1 Unit	Relationships					
Knowledge taught within unit	<p>I can name some people who are special to me. Explain ways how people help me stay safe and feel special.</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I understand that there are lots of forms of physical contact with a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I recognise and appreciate people who can help me in my family, my school and my community. I can express my appreciation for the people in my special relationships.</p>	<p>How taking some responsibility in my family makes me feel. Show an awareness of how this could affect my choices. Empathise with children whose lives are different to mine and appreciate what I may learn from them.</p>	<p>Understand the dynamics of friendships. Love and Loss. How to help others as part of a group. Show respect in how they treat others. Know how to help themselves and others when they are hurt. Know and show what makes a good relationship.</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I understand that belonging to an online community can have positive and negative consequences. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I can recognise when I am spending too much time using devices (screen time). I can explain how to safe when using technology to communicate with my friends.</p>	<p>Know that it is important to take care of my mental health. Know how to take care of my mental health. Understand that people can get problems with their mental health and that it is nothing to be ashamed of. Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p>



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SUMMER 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 2 Unit	RSE - Journey In Love					
Knowledge taught within unit	Identify thoughts and feelings and how to deal with them in different situations.	Recognise the joy and friendship of belonging to a diverse community. Describe ways of being safe in communities. Celebrate ways of meeting God in our communities.	How friendships make us feel happy and safe. How to repair friendships that have broken down. Celebrate friendships with God and others.	God loves us in our differences. Make links and connections to show that we are all different. Describe how we all should be accepted and respected - Body Parts. Describe how we all should be accepted and respected - Social and Emotional. Describe how we should treat others - Convention of Human Rights. Describe how we should treat others - List of Golden Rules. Celebrate the uniqueness and innate beauty of each of us.	Show knowledge and understanding of emotional relationship changes as we grow and develop. Show knowledge and understanding of the physical changes in puberty. Celebrate the joy of growing physically and spiritually.	Know that a healthy relationship is important. Understand what a healthy relationship looks like. Understand that respect for one another is essential in a marriage. Understand how conception occurs. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.