

The Mill Academy

PSHE/RSHE Curriculum Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotions	PSED – Self-Regulation	Overview of emotions	Anger & Surprise	Nervousness & Joy	Jealousy & Fear	Building our resilience and understanding of our emotions and how to deal with them	Change & Loss Transition
Relationships	PSED – Building Relationships	Family & Friendships	Friendship & Bullying Safe secrets & Surprises	Healthy Relationships	Changing Friendships Online Relationships	Respectful Relationships	Touch & Sex Education
Keeping & Staying Healthy	PSED – Managing Self	Personal Hygiene Illness	Oral Hygiene & Health Healthy Eating	Mental Health Sleep	Impact of an Inactive Lifestyle	Mental Well-being Digital Well-being	Drugs, Alcohol & Smoking
Staying Safe	How to keep safe at home and at school	Road Safety	Strangers Unfamiliar Adults	Fire Safety Sun Safety	Peer Pressure Water Safety	Road Safety (Cycling)	Public Safety & Welfare
The Working World	Jobs & Occupations	Money	Money	Setting Goals	Skills & Attributes	Enterprise	Jobs & Careers
Wider World	UTW – People, Culture & Communities	Rules and our Environment	Being part of a Community	Diverse Britain	Prejudice & Discrimination	Laws, Rules & Responsibilities	One World

The Mill Academy

Progression in PSHE/RSHE curriculum

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Emotions	<p>PSED Self-regulation Three- and four-year olds</p> <ul style="list-style-type: none"> Talk about their feelings using words such as ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Understand gradually how others’ might be feeling <p>Children in Reception</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others’ Identify and moderate their feelings socially and emotionally Show resilience and perseverance in the face of challenge <p>Early Learning Goal - Self regulation</p>	<p>Overview of emotions</p> <p>I can talk about what makes me special. I can name some of the different feelings I have and can describe how they feel. I know that feelings can be communicated with and without words. I can talk about things I like that make me feel happy. I can talk about things that make me feel unhappy and have ideas about what to do when I have this feeling.</p>	<p>Surprise: I can recognise and name the emotion of surprise and can describe how it can make people feel. I can explain the difference between a good surprise and a bad surprise.</p> <p>Anger: I can recognise and name the emotion anger and describe how it can make people feel. I can think of reasons why someone might feel angry.</p> <p>I can share with my peers when I might have felt angry or surprised. I can think of ideas about how to cope when feeling these emotions.</p>	<p>Nervousness I can recognise and name the emotion of nervousness. I can describe how someone might act or feel if they are experiencing nervousness. I can identify reasons why someone might feel nervous. I can talk about a time I felt nervous. I can identify different strategies for coping with this emotion.</p> <p>Joy I can recognise and name the emotion of joy. I can describe how someone might act or feel if they are experiencing joy. I can identify reasons why someone might feel joy. I can talk about a time I felt joy.</p> <p>I am beginning to share what I think and feel with confidence.</p>	<p>Jealousy I can recognise and name the emotion of jealousy. I can describe how someone might look or act if they are jealous. I can identify reasons why someone might feel jealous. I can talk about the difference (with examples) of good jealousy and bad jealousy. I can talk about a time I felt jealous. I can suggest different ways of coping with this emotion.</p> <p>Fear I can recognise and name the emotion of fear. I can describe how someone might act or feel if they are experiencing fear. I can identify reasons why someone might be feeling fear. I can talk about a time I felt fear. I can suggest different ways of coping with this emotion.</p> <p>I can share what I think and feel with confidence.</p>	<p>Building our resilience and understanding of our emotions and how to deal with them</p> <p>I recognise that many things can affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. I can explain why I should share my own thoughts and feelings and I know how to do this I recognise that feelings can change over time and range in intensity. I know talk about everyday things that affect feelings and the importance of expressing feelings. I have a varied vocabulary to use when talking about feelings. I can express my feelings in different ways. I can suggest different ways to cope with a wide range of emotions. I know about how to manage setbacks/perceived failures and can re-frame unhelpful thinking. I can explore how it feels to make a mistake and describe how I can make amends.</p>	<p>Change and loss I can talk about change and loss (including death). I can list some ideas of what might be different when things change. I can identify feelings associated with this. I can recognise different ways to make people feel better.</p> <p>Transition I know some problem-solving strategies for dealing with emotions, challenges, and change, including the transition to a new school.</p>
Vocabulary	feeling, emotion, sad, happy, angry, worried, sad, scared, good, bad, perseverance, resilience, challenge	Synonyms for happy and sad, confused, scared, calm, love ,body language, facial expression, communicate, behaviour, act, look, feel, describe	Annoyed, furious, irritated, rage, cross, fuming, surprise, shock, stun, flabbergast, cope, mindfulness, unpleasant, uncomfortable, unbearable, distressing, troublesome	Anxious, edgy, tense, apprehensive, hesitant Delight, jubilation, glee, happiness, elation, triumph	Envious, desirous, green-eyed, greedy, resentful, begrudging, bitter, insecure Terror, fright, alarm, panic, distress, dread, agitation, trepidation	Manage, mistake, intensity, ideal, wide range, error, fault, flexibility, body image, pressure, set-back, failure, perceived, amends	Troubled, bothered, distressed, uneasy, anxious, change, confidence, technique, transition, anxiousness, anxiety, loss, death, grief, bereavement
Relationships	<p>PSED Building relationships Three- and four-year olds</p> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas Become more confident with unfamiliar people in the safe context of their setting Show more confidence in new social situations Find solutions to conflicts and rivalries Develop appropriate ways of being assertive Talk with others to solve conflicts <p>Children in Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual Build constructive and respectful relationships Think about the perspective of others’ <p>Early Learning Goal – Building relationships</p>	<p>Families I can talk about the very important people in my life and explain why they are special. I can describe why families are important. I can describe different types of families including those that may be different to my family. I can describe how I can show my special people that I care about them and I understand why this is important</p> <p>Friendships I can describe what makes a good friend. I can describe ways to be kind to my friends. I can co-operate with others to complete a task.</p>	<p>Friendships and bullying I can describe ways to help resolve arguments and disagreements without being unkind. I can explain what bullying is and the impact it might have on someone. I know who I can get help from if I am getting bullied or if I am worried about a friend.</p> <p>Safe Secrets and surprises I can explain what a secret is I know about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) I know what I can share and what I should keep private to keep myself and others safe. I know who to go to if I need help.</p>	<p>Healthy relationships I know that there are different types of relationships. I can recognise certain shared characteristics of healthy family life. I know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice. I can talk about the importance of friendships and make and keep them. I know what constitutes a positive healthy friendship. I know that healthy friendships make people feel included. I can recognise when others may feel lonely or excluded and know some strategies for how to include them.</p>	<p>Changing friendships I know that friendships can change over time. I can explain the benefits of having different types of friends. I can demonstrate strategies for resolving conflicts. I know how to be assertive.</p> <p>Online relationships I know how to model respectful behaviour online. I can explain what cyberbullying is. I know the difference between knowing someone online and face to face. I know what personal information is and know what I should be careful about sharing online. I can talk about some of the risks of online friendships. I know how to get help if I am being bullied or feel unsafe online or in person.</p>	<p>Respectful relationships I can explain why everyone is unique and understand why this should be celebrated and respected. I know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. I recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) I know that families of all types can give family members love, security and stability. I can recognise different types of physical contact and talk about what is acceptable and unacceptable. I know some strategies to respond to unwanted physical contact.</p>	<p>Touch and Sex education I can describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies. I understand what a loving relationship is and that there are many types of relationships. I can talk about good and not-so-good feelings that might happen when things change I understand what a sexual relationship is and who can have a sexual relationship. I can describe the process of human reproduction, from conception to birth. I know that my body belongs to me and that I have control over what happens to it.</p>
Vocabulary	Taking turns, sharing, friend, kind, unkind, kind hands and feet	Similar, different, kind, unkind, friendship, manners, qualities, loyal, funny, caring, unique, polite, helpful	Secret, co-operate, resolve, caring, physical contact, acceptable, unacceptable, actions, consequences, boundaries, worries, personal space, bully, bullying, trust, tease	empathy, viewpoints, healthy relationships, collaborate, respect, restorative, resilience, assertiveness, romantic, online, commitment, care, difficulty, , advice, respect, truth, truthfulness, loyalty, generosity, included, lonely, excluded	Private, personal, communication, permission, cyberbullying,, risk	Committed, loving relationships, marriage, civil partnership, same-sex, single, step-parent, blended family, foster parents, love, security, stability, family structure, LBGT+, physical contact, unwanted	Unhealthy, pressure, appropriate, personal safety, inappropriate, abuse, sexual intercourse, sex, fertile, conception, sperm, egg, foetus, pregnant, caesarean section, baby, responsibility, legal, age restriction, age of consent, puberty, menstruation, sexual, reproduction, conception, birth

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping & Staying Healthy	<p>PSED Managing self Three- and four-year olds</p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly Make healthy choices about food, drink, activity and toothbrushing <p>Children in Reception</p> <ul style="list-style-type: none"> Manage their own needs – personal hygiene Know and talk about the different factors which affect their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian <p>Early Learning Goal – Managing Self</p>	<p>Personal Hygiene I can explain what germs are. I know the difference between good and bad germs. I can describe different ways to keep myself clean. I can explain why it is important to wash our hands and when we need to do it.</p> <p>Illness I can describe different ways someone might feel ill. I can name the people who can help me if I feel ill. I can explain what medicine is and know it must be used safely.</p>	<p>Oral Hygiene & Health I can explain how sugary drinks can affect teeth. I can name ways to keep teeth healthy. I know that eating or drinking too much sugar causes tooth decay. I know about dental care and visiting the dentist.</p> <p>Healthy Eating I can name foods that support good health and know the risks of eating too much sugar. I can name people who help us to stay physically healthy. I can make healthy choices about food and drink.</p>	<p>Sleep I can list some benefits of good quality sleep. I can explain how sleep can affect my wellbeing. I can describe actions I can take to help improve my quality of sleep</p> <p>Mental Health I can explain the importance of looking after our mental health. I can talk about strategies and behaviours that support mental health. I know that anyone can experience mental ill health and that it is important to discuss feelings with a trusted adult.</p>	<p>Impact of an inactive lifestyle I can talk about the impact the internet and technology might have on our health. I understand and know the risks associated with an inactive lifestyle, including obesity. I know about the elements of a balanced, healthy lifestyle. I know where to get help if I am worried about my health. I know how to make better choices and choose healthy habits.</p>	<p>Mental well-being I understand the link between thoughts, feelings and behaviours. I understand the concept and impact of positive thinking. I can recognise and manage uncomfortable feelings. I understand the importance of making good choices. I can use mindfulness techniques in my everyday life. I can apply a growth mindset in my everyday life.</p> <p>Digital Wellbeing I can recognise ways in which the internet and social media can be used both positively and negatively I know how to use social media responsibly to protect the health, wellbeing and rights of all. I can recognise things appropriate to share and things that should not be shared on social media.</p>	<p>Drugs, alcohol & smoking I know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health I recognise that drug use can become a habit which can be difficult to break I recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others I can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines) I know about the mixed messages in the media about drugs, including alcohol and smoking/vaping I know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use and people I can talk to if I have concerns I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this</p>
Vocabulary	healthy, unhealthy, good, bad, hygiene, safe, unsafe, pedestrian, routine, health, well-being, exercise, physical activity	Germs, medicine, hygiene, rinse, lather, illness, doctor, doctor surgery, nurse, hospital, GP, appointment, medicine, recover, cough, colds, vomiting	Dental floss, dentist, toothpaste, diet, balanced, unbalanced, dairy, fruit, vegetables, carbohydrates, energy, vitamins, portion, goodness, balance, protein, fats, sugars	Well-being, sufficient, insufficient, impact, benefits, mood, meditation, mental health, mental illness, daily, mindfulness, quality, improve	Active, inactive, obesity, weight, energy, internet, technology, impact, support, risk, lifestyle, choice, health, habit	Self-image, self-respect, confidence, FOMO (fear of missing out), mental ill-health, growth mindset, rights, social media, self-care	self-talk, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects
Keeping Safe	<p>How to keep safe at home and at school Three- and four-year olds</p> <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them <p>Children in Reception</p> <ul style="list-style-type: none"> How to stay safe at home – what are the dangers? PANTS rule using NSPCC resources (consultation with parents/carers needed) 	<p>Road Safety I can describe the dangers of roads. I can explain how to cross the road safely. I can describe what to do when at the side of a busy road.</p>	<p>Strangers/Unfamiliar adults I can keep myself safe in different situations with people I don't know. I know what to do if I feel uncomfortable with unfamiliar adults. I know what to do if an unfamiliar adult talks to me. I know what I should keep private to keep myself and others safe.</p>	<p>Fire Safety I know how to call 999 when there is an emergency. I know what to do if a fire happens and I how to keep myself safe. I know the top tips for fire safety – check smoke alarms, create and practise a fire escape plan etc.</p> <p>Sun safety I know about the sun's ultraviolet radiation (UV) and how it can damage my skin and eyes. I can explain different ways I can keep myself safe in the sun.</p>	<p>Peer Pressure I can recall different strategies for recognising and managing peer influence and a desire for peer approval in friendships. I can explain peer pressure is. I understand that peer pressure is not good. I know how peer pressure sometimes can lead to gangs and knife crime. I know the importance of being assertive. I know what to do if feeling uncomfortable or unsafe. I can identify when I might have to make different choices from those around me.</p> <p>Water Safety I know how to enter and leave a swimming pool safely. I know what to do if others get into difficulty. I know and understand different water environments, how to stay safe when playing in and around water including recognising flags and signs. I know the four parts of the water safety code.</p>	<p>Road safety (cycling) I can identify dangers and safety issues when cycling. I know how to be safe and responsible on a bike when out and about. I know some rules of the road. I know what to do in an emergency.</p>	<p>Public Safety and Welfare I can take responsibility for my own safety I can assess and manage risks in different situations. I can confidently identify and manage pressure to get involved in risky situations. I can act sensibly and responsibly in an emergency. I can identify hazards and reduce risks to keep myself and others safe at home. I know how to stay safe in different outdoor environments.</p>
Vocabulary	safe, unsafe, rules, important, danger	Traffic light, zebra crossing, stop look listen, pedestrian, vehicle, transport	stranger, safe, unsafe, risk, danger, harm, unfamiliar, uniform, rules, trusted grown-up, familiar, unfamiliar	Ultraviolet radiation, UV, prevention, protection, fire alarm, drill, escape, smoke, flames, emergency, sun burn, heat stroke	Peer pressure, positive, negative, consequence, aggressor, assertive	helmet, cyclist, pedestrian, traffic signs, direction, position, hazard	Community, adulthood, personal safety, behaviour, risks, consequences, pressure, technology, good citizen, social justice, moral responsibility, evaluate

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Working World	<p>Jobs / People Who Help us Three- and four-year olds</p> <ul style="list-style-type: none"> Show an interest in the emergency services Show an interest in different occupations <p>Children in Reception</p> <ul style="list-style-type: none"> Can talk about each emergency service, explain what they do and why they are important Talk about different occupations and what they do 	<p>Money I can explain what money is. I can describe the different forms money comes in. I can explain the different sources we can get money from. I can explain how to keep money safe and why this is important.</p>	<p>Money I can explain why we need money for different purposes and reasons. I can explain the difference between needs and wants. I can describe ways in which money can be looked after and why it is important to save. I can explain what happens when I go shopping.</p>	<p>Setting goals I can recognise positive things about myself. I can say the things about myself I am proud of. I can identify personal goals and suggest actions that I can take to achieve them. I can explain how a positive learning attitude can help me to learn new things. I can set some goals for myself -goals for now and goals for in the future.</p>	<p>Skills & attributes I can identify the skills and attributes needed to do certain jobs. I can discuss what job I might like to do when I grow up and what skills I will need to achieve this I can explain how and why we should work well as a team. I can pay attention to and respond considerately to others. I can describe why disputes might happen and strategies to resolve them. I can talk about my responsibilities towards my team. I can describe how my actions and behaviour affect my team.</p>	<p>Enterprise I can talk about the attributes of a good team. I can compromise and collaborate to ensure a task is completed. I can understand the importance of shared responsibilities in helping a team to function successfully</p> <p>I can explain some financial risks we might encounter and can discuss how we can avoid them I can discuss choices we have when we spend our money. I can explain why we need to budget and how to make one. I can discuss reasons and consequences of borrowing money.</p>	<p>Jobs and Careers I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. I can understand that gender, race and social class do not determine what jobs people can do. I can understand there are a variety of routes into different jobs which may match my skills and interests. I can discuss my goals for the future and the steps I need to take to achieve them.</p>
Vocabulary	firefighter, police officer, doctor, nurse, paramedic, emergency, coast guard, help, rescue, accident, life guards, first aid, siren, ambulance, fire engine, teacher, different occupations	Money, pence, pound, coins, notes, bank, bank card, change	spend, save, choices, decisions, needs, wants	Strength, weakness, proud, abilities, goals, aspiration, achievement, future, vision, determination, resilience	Negation, communication, team work, considerate, inconsiderate, responsibilities, career, skills, attributes, dispute, team, actions, effective, ineffective, successful, positive, negative, verbal, non- verbal, verbal	enterprise, budget, money management, loan, debt, interest, tax, collaborate, function, borrowing	challenges, barriers, obstacles, strategies, mindset, positive, helpful, unhelpful, attitudes, behaviours, success, failure, mistakes, learning, feedback, privilege, power, gender, race, class, apprenticeship, study, employment, university, college, occupation, opportunities
Wider World	<p>UTW-People, culture & communities Three- and four-year olds</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Begin to understand the need to respect and care for the natural environment and all living things Continue developing positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p>Children in Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different to the one in which they live <p>Early Learning Goal – People, culture & communities</p>	<p>Rules and our environment I can say why we have rules. I can say why different rules are needed for different situations. I know ways to look after people, living things and our environment. I can say why it is important to care for the earth and identify how I can help protect it I can think about how people use things from the earth and what problems this can cause.</p>	<p>Being part of a community I can explain what a community is. I can name the different communities I belong to. I can describe ways that I can help my school community. I can describe ways that I can be a good neighbour. I can identify things that help and harm my neighbourhood.</p>	<p>Diverse Britain I can describe what it is like to live in Great Britain. I can talk about similarities and differences between myself and others. I can describe our diverse society and talk about why it is important. I can explain what being British means to me and to others. I can discuss ways in which people's lives are similar and different and give reasons for these differences. I can explore differences of opinion and identify if I feel these are fair.</p>	<p>Prejudice & Discrimination I can about discrimination: what it means and how to challenge it. I can talk about different stereotypes. I know it is important to respect the differences and similarities between people. I can talk about what I have in common with others e.g. physically, in personality or background. I can talk about prejudice: how to recognise behaviours/ actions which discriminate against others and know ways of responding to it if I witness or experience it. I know that prejudice and discrimination are still present in today's society and can identify examples.</p>	<p>Laws, Rules & Responsibilities I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. I can explain why and how laws are made and identify what might happen if laws are broken. I can discuss the terms democracy and human rights in relation to local government. I can discuss the terms democracy and human rights in relation to national government. I can investigate what charities and voluntary groups do and how they support the community.</p>	<p>One World I can talk about and understand how we can be responsible global citizens. I can describe what global warming is and what we can do to help prevent it from getting worse. I can explain how our energy use can harm the environment and describe what we can do to help I can describe how we can use water responsibly and understand the importance of doing this. I can understand what biodiversity is and explain the importance of doing all we can to encourage it. I can make choices which make the world a better place and that help people across the world.</p>
Vocabulary	family, life, respect, care, environment, living things, similar, different, country, world, town, city,, belief, celebration, special	Important, consequence, reason, rules, community, recycle, care, earth, protect, living thing, problem	respect, community, values, customs, tradition, neighbour, neighbourhood, harm, belong	Identity, stereotypes, prejudice, diversity, equal, respect, values, opinion, society, fair, unfair, British, race, racism,, poverty, tolerance, citizen	prejudice, judge, discrimination, society, stereotypes, witness, experience, challenge, background	human rights, legislation, entitled, agreement, rights, convention, United Nations, democracy, local government, national government, charities, voluntary, nation, faith, ethnicity	global warming, energy, resources, impact, environment, use, responsible, help, protect, pledge, waste, save, renewable, non renewable, conserve, global citizen, biodiversity

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
First Aid	How to seek help and support when they require first aid – particularly what to do in school			Concepts of basic first aid			