

PSHE

Curriculum Progression of the Knowledge Essentials

PSHE Curriculum

The Heartbeat of our Curriculum

PSHE is the heartbeat of our curriculum and the salient vehicle for fulfilling our vision of 'educating for life in all its fullness'. It provides the platform for pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. We believe that in making PSHE and personal development a priority, we equip the children with the tools for life-long learning.

During key stages 1 and 2, our PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities. We put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to our PSHE curriculum, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The HeartSmart and Global Citizen threads take this in to account gives children the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of our core Christian values including friendship, trust, compassion, and forgiveness.

- All pupils have opportunities to develop and understand the concept of **identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- Access to a progressive curriculum that puts in place the key building blocks of healthy, respectful **relationships**, focusing on family and friendships, in all contexts, including online.
- Understand how to live a **healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Explore and understand different **risks** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Explore and understand **diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Understand and explain **rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- Explore and understand **change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Understand the concept of **power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Exploration of **careers** (including enterprise, employability and economic understanding)

PSHE Curriculum

How is the PSHE Curriculum Organised?

The subject has been planned with three key lenses – Key Strands, Pillars of Learning and Key Concepts.



Pillars of learning



Health and Wellbeing



Relationships



Living in the wider world



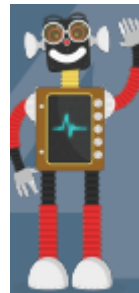
Strands



Too much selfie isn't healthy!



Don't hold on to what's wrong!



Fake is a mistake!



Be HeartSmart



No Way Through Isn't True!



Don't forget to let love in!



Concepts



Diversity



Values and Perceptions



Social Justice



Health and Wellbeing



Resilience



Aspirations

PSHE Curriculum

What are the PSHE Pillars of Learning?

Topics build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.



Health and Wellbeing

- Healthy Lifestyles (Physical Wellbeing)
- Mental Health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco



Relationships

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others



Living in the Wider World

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing: money
- Economic wellbeing: Aspirations, work and career

PSHE Curriculum


How is the PSHE Curriculum Organised?

Key Concept	Key Concept - Big Question	HeartSmart Strand	Core Christian Value Link
Diversity	EYFS: What makes us special?	Too Much Selfie Isn't Healthy! - Exploring the importance of others and how to love them well.	Be respectful Be thankful Show friendship
	Year 1+2: Can I recognise the beauty of different people and places?		
	Year 3+4: Can I find out what draws groups of people to certain places?		
	Year 5+6: Can I appreciate different perspectives of global issues?		
Values & Perceptions	EYFS: How do we celebrate special events?	Don't Hold On To What's Wrong! - Understanding how to process negative emotion and choose forgiveness to restore relationships.	Be Forgiving Show Humility Build Trust
	Year 1+2: Can I understand that people have different values?		
	Year 3+4: Can I understand how our values affect the way we live?		
	Year 5+6: Can I understand how collective values build society?		
Social Justice	EYFS: What makes a good friend?	Fake is a Mistake! - Unpacking how to bravely communicate truth and be proud of who we are.	Be compassionate Promote Justice Be Truthful
	Year 1+2: Do I understand and value fairness?		
	Year 3+4: Do I recognise that actions have intended and unintended consequences?		
	Year 5+6: Can I challenge injustice and develop a prophetic voice?		
Health & Wellbeing	EYFS: How can I look after myself?	Be HeartSmart! - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy.	Be responsible Be generous Be peaceful
	Year 1+2: What do I need to be healthy?		
	Year 3+4: Can I recognise ways to improve my physical and emotional well-being?		
	Year 5+6: Can I understand the impact of positive and negative health choices?		
Resilience	EYFS: What do I need to do next?	No Way Through Isn't True! - Knowing there is a way through every situation no matter how impossible it may seem.	Be courageous Have wisdom Show perseverance
	Year 1+2: How do we recognise problems?		
	Year 3+4: What strategies do we use to solve problems?		
	Year 5+6: Can I understand how to apply problem solving strategies in various situations no matter how impossible they may seem?		
Aspirations	EYFS: What can I be?	Don't Forget To Let Love In! - Learning how important, valued and loved we are.	Be creative Have Hope Show service
	Year 1+2: Who should we admire?		
	Year 3+4: Who do I want to be and what do I want to achieve?		
	Year 5+6: How do I become the person I want to be?		

Pillars of Learning Progression

Health and Wellbeing





Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Too much selfie isn't healthy!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> Read facial expressions and find ways to encourage their friends and cheer them up when they are sad say ways they can encourage one another notice when a friend needs their help and begin to suggest ways to help suggest ways to look after wildlife <p>Reception</p> <ul style="list-style-type: none"> to understand ways that people show how they are feeling and notice when others are upset or need help identify and use appropriate ways to show care and affection for others show love to others when they need help and respond to the needs of others suggest people who help them at school and suggest ways to thank the people who help them 	<ul style="list-style-type: none"> take notice of the people around us suggest ways they can help others and recall ways they have been helped by others suggest and create simple rules to help keep them safe online Reflect on how they show love for others by suggesting ways they have shown love for others and describing how loving others makes them feel 	<ul style="list-style-type: none"> be more aware of their surroundings and the people around them, suggesting ways to 'look out' for other people's needs understand that the rules they follow online to keep safe are similar to the rules they follow in real life suggest ways they have shown love for others and describe how caring for others makes them feel 	<ul style="list-style-type: none"> understand and demonstrate how to respond in an emergency list what information identifies them and explain why it is important to keep personal information private reflect on how they show loves for others, with examples and explanations of how it makes them feel 	<ul style="list-style-type: none"> be more aware of their surroundings and the people around them by noticing differences, making the link about being observant and being aware of those around them suggest who the unseen heroes of their community are and honour those heroes by writing thank you notes suggest ways to use their devices responsibly and design a mobile phone with apps to remind them how to use devices responsibly reflect on how they show loves for others, with examples and explanations of how it makes them feel 	<ul style="list-style-type: none"> understand there are things they can do and people who can help them if they feel lonely investigate the purpose and role of different groups think of things they should consider before posting online, showing awareness of what they should and shouldn't post online reflect on how they show love for others in different situations, give explicit examples with ideas for increasing the likelihood of this behaviour. 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others identify and explain the dangers and benefits of social media reflect on how they show love for others in different situations, give explicit examples with ideas for increasing the likelihood of this behaviour.



Pillars of Learning Progression



Relationships

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Too much selfie isn't healthy!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> consider and list the people in their lives who are special to them talk about the people in their homes that they love Read facial expressions and find ways to encourage their friends and cheer them up when they are sad say ways they can encourage one another notice when a friend needs their help and begin to suggest ways to help <p>Reception</p> <ul style="list-style-type: none"> suggest special things they like to do with special people understand all families are important and special and that others people's families can look different to their family to understand ways that people show how they are feeling and notice when others are upset or need help identify and use appropriate ways to show care and affection for others show love to others when they need help and respond to the needs of others suggest people who help them at school and suggest ways to thank the people who help them 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others take notice of the people around us suggest ways they can help others and recall ways they have been helped by others think of someone who looks after them, describe how being looked after makes them feel and suggest ways to show their appreciation work as a team and together to complete a challenge Reflect on how they show love for others by suggesting ways they have shown love for others and describing how loving others makes them feel 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others be more aware of their surroundings and the people around them, suggesting ways to 'look out' for other people's needs look for opportunities to do something kind for others understand there are ways they are all different and ways they are all the same Reflect on how they show love for others by suggesting ways they have shown love for others and describing how loving others makes them feel 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others understand ways they can help others and describe the effect of helping someone else recognise and celebrate the impact kindness can have on another person complete a task where they work together, listen to one another's ideas and respect each other's views reflect on how they show loves for others, with examples and explanations of how it makes them feel 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others be more aware of their surroundings and the people around them by noticing differences, making the link about being observant and being aware of those around them suggest how a person is feeling from their expression and body language recognise that they sometimes need help from others and work together to achieve a shared goal, demonstrating good teamwork skills (clear communication, listening and negotiating) reflect on how they show loves for others, with examples and explanations of how it makes them feel 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others understand there are things they can do and people who can help them if they feel lonely understand and demonstrate the skills needed to listen to others well suggest people who deserve to be treated with honour and suggest ways they can demonstrate honour reflect on how they show love for others in different situations, give explicit examples with ideas for increasing the likelihood of this behaviour. 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others acknowledge that there are ways they are different and ways they are the same listen carefully to others and offer feedback suggest ways to be a good friend reflect on how they show love for others in different situations, give explicit examples with ideas for increasing the likelihood of this behaviour. 

Pillars of Learning Progression

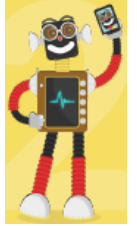
Living in the wider world



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Too much selfie isn't healthy!</p>	<p>Nursery</p> <ul style="list-style-type: none"> consider and list the people in their lives who are special to them notice when a friend needs their help and begin to suggest ways to help suggest ways to look after wildlife <p>Reception</p> <ul style="list-style-type: none"> understand all families are important and special and that others people's families can look different to their family to understand ways that people show how they are feeling and notice when others are upset or need help identify and use appropriate ways to show care and affection for others show love to others when they need help and respond to the needs of others suggest people who help them at school and suggest ways to thank the people who help them 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others (i.e. saying please and thank you) take notice of the people around us suggest ways they can help others and recall ways they have been helped by others think of someone who looks after them, describe how being looked after makes them feel and suggest ways to show their appreciation work as a team and together to complete a challenge suggest and create simple rules to help keep them safe online Reflect on how they show love for others by suggesting ways they have shown love for others and describing how loving others makes them feel 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others (i.e. helping a friend) be more aware of their surroundings and the people around them, suggesting ways to 'look out' for other people's needs look for opportunities to do something kind for others find out about the people who work in their community, and recognise and appreciate the important work that they do understand there are ways they are all different and ways they are all the same understand that the rules they follow online to keep safe are similar to the rules they follow in real life Reflect on how they show love for others by suggesting ways they have shown love for others and describing how loving others makes them feel 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others (i.e. giving an example from their school day) understand ways they can help others and describe the effect of helping someone else understand and demonstrate how to respond in an emergency recognise and celebrate the impact kindness can have on another person complete a task where they work together, listen to one another's ideas and respect each other's views list what information identifies them and explain why it is important to keep personal information private reflect on how they show loves for others, with examples and explanations of how it makes them feel 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others (i.e. giving an example from a number of different situations) be more aware of their surroundings and the people around them by noticing differences, making the link about being observant and being aware of those around them suggest how a person is feeling from their expression and body language suggest who the unseen heroes of their community are and honour those heroes by writing thank you notes recognise that they sometimes need help from others and work together to achieve a shared goal, demonstrating good teamwork skills (clear communication, listening and negotiating) suggest ways to use their devices responsibly and design a mobile phone with apps to remind them how to use devices responsibly reflect on how they show loves for others, with examples and explanations of how it makes them feel 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others (i.e. understand there are things they can do and people who can help them if they feel lonely) understand and demonstrate the skills needed to listen to others well suggest people who deserve to be treated with honour and suggest ways they can demonstrate honour investigate the purpose and role of different groups think of things they should consider before posting online, showing awareness of what they should and shouldn't post online reflect on how they show love for others in different situations, give explicit examples with ideas for increasing the likelihood of this behaviour. 	<ul style="list-style-type: none"> suggest ways to show love for others and demonstrate loving others acknowledge that there are ways they are different and ways they are the same listen carefully to others and offer feedback explore how the generations that have gone before them have overcome challenges that they benefit from today suggest ways to be a good friend identify and explain the dangers and benefits of social media reflect on how they show love for others in different situations, give explicit examples with ideas for increasing the likelihood of this behaviour.

Vocabulary Progression

Too much selfie isn't healthy / Diversity




Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary 	friendship encourage cheer up families care difference same	friendship love thankful appreciate online safety stranger harmful	friendship love thankful appreciate online safety co-operate community difference diversity	helpful emergency services privacy public information-sharing respectful friendship	observant facial expression body language negotiate responsibility heroes community	loneliness effective listening honour deserve / worthy of purpose significant charities and groups online posting awareness	love feedback criticism danger / benefits social media generations overcome obstacles appreciation



Pillars of Learning Progression

Health and Wellbeing




Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Don't hold on to what's wrong!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> demonstrate different ways to be kind describe ways to be a good friend using body parts (ears, listening etc.) describe how they feel in different situations <p>Reception</p> <ul style="list-style-type: none"> children can listen carefully to one another children can think of and use kind words and phrases when talking to others exploring how we should treat others kindly, even if they do not list reasons for saying sorry and think about why it is important 	<ul style="list-style-type: none"> explore the importance of forgiveness begin to understand how our behaviour affects others and think of how they can make amends when they have hurt/upset someone understand how forgiveness can make them feel suggest different ways to handle negative emotion explore different ways to handle disappointment suggest how their words affect others and explain what kind of friend they would like and would like to be reflect on ways they can let go of negative emotion 	<ul style="list-style-type: none"> understand the importance of forgiveness and how it makes them feel explain the importance of saying sorry and offering forgiveness between friends explore how holding onto unforgiving thoughts can make us feel reflect on helpful ways to deal with hurt including considering people, places and activities that help them process hurt explore and suggest different ways to handle hurt or disappointment reflect on and suggest ways they can rub out negative emotion 	<ul style="list-style-type: none"> describe forgiveness and why it is important describe how an apology can help mend a situation think about and describe the difference between forgiving and not talk about ways holding on to hurt can make them unhappy and understand how to let go of hurt talk about how to build trust between friends and the effects of a betrayal of trust reflect on, and suggest ways they can rub out negative emotion 	<ul style="list-style-type: none"> describe forgiveness and explain the impact of forgiveness explain the importance of saying sorry and suggest ways to fix a broken friendship understand what forgiveness is and explain the benefits of forgiveness understand that there are different types of stress and explore ways they can manage negative stress recognise and implement healthy boundaries both in life and online, recognising online abuse and knowing who to report it to suggest positive uses of the internet, recognise and deal with online abuse reflect on and suggest ways to rub out negative emotion 	<ul style="list-style-type: none"> describe and explain the impact of forgiveness develop simple strategies to resolve conflict explain what Nelson Mandela's life teaches them about forgiveness describe how different emotions feel and recognise the importance of emotions develop strategies for responding well to their mistakes reflect on ways they can rub out negative emotion 	<ul style="list-style-type: none"> describe forgiveness and explain the impact of it develop strategies to resolve conflict and disputes explore the importance of forgiving for their own benefit and consider the barriers to forgiving understand that tone and body language communicates more than words explain what makes a trustworthy friend and when it is ok to break a confidence reflect on ways they can rub out negative emotion



Pillars of Learning Progression



Relationships


Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Don't hold on to what's wrong!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> describe some things they like to do with their friends work cooperatively with others listen carefully to instructions and work cooperatively with each other demonstrate different ways to be kind describe ways to be a good friend using body parts (ears, listening etc.) describe how they feel in different situations <p>Reception</p> <ul style="list-style-type: none"> describe ways to be a 'super' friend think of ways to ensure everyone is included in their class children can listen carefully to one another children can think of and use kind words and phrases when talking to others exploring how we should treat others kindly, even if they do not list reasons for saying sorry and think about why it is important 	<ul style="list-style-type: none"> explore the importance of forgiveness begin to understand how our behaviour affects others and think of how they can make amends when they have hurt/upset someone understand how forgiveness can make them feel suggest different ways to handle negative emotion explore different ways to handle disappointment suggest how their words affect others and explain what kind of friend they would like and would like to be reflect on ways they can rub out negative emotion 	<ul style="list-style-type: none"> understand the importance of forgiveness and how it makes them feel explain the importance of saying sorry and offering forgiveness between friends explore how holding onto unforgiving thoughts can make us feel reflect on helpful ways to deal with hurt including considering people, places and activities that help them process hurt explore and suggest different ways to handle hurt or disappointment explore the consequences of teasing or bullying, explaining how bullying can harm another person and suggesting ways to protect themselves and others from bullying reflect on and suggest ways they can rub out negative emotion 	<ul style="list-style-type: none"> describe forgiveness and why it is important describe how an apology can help mend a situation think about and describe the difference between forgiving and not talk about ways holding on to hurt can make them unhappy and understand how to let go of hurt talk about how to build trust between friends and the effects of a betrayal of trust recognise and challenge stereotypes reflect on, and suggest ways they can rub out negative emotion 	<ul style="list-style-type: none"> describe forgiveness and explain the impact of forgiveness explain the importance of saying sorry and suggest ways to fix a broken friendship understand what forgiveness is and explain the benefits of forgiveness understand that there are different types of stress and explore ways they can manage negative stress recognise and implement healthy boundaries both in life and online, recognising online abuse and knowing who to report it to suggest positive uses of the internet, recognise and deal with online abuse reflect on and suggest ways to rub out negative emotion 	<ul style="list-style-type: none"> describe and explain the impact of forgiveness develop simple strategies to resolve conflict explain what Nelson Mandela's life teaches them about forgiveness describe how different emotions feel and recognise the importance of emotions develop strategies for responding well to their mistakes recognise bullying in all its forms and find strategies for dealing with bullying reflect on ways they can rub out negative emotion 	<ul style="list-style-type: none"> describe forgiveness and explain the impact of it develop strategies to resolve conflict and disputes explore the importance of forgiving for their own benefit and consider the barriers to forgiving understand that tone and body language communicates more than words explain what makes a trustworthy friend and when it is ok to break a confidence understand the impact bullying can have and explain how to get help if they, or someone they know is being bullied reflect on ways they can rub out negative emotion



Pillars of Learning Progression

Living in the Wider World




Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Don't hold on to what's wrong!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> describe some things they like to do with their friends work cooperatively with others listen carefully to instructions and work cooperatively with each other <p>Reception</p> <ul style="list-style-type: none"> think of ways to ensure everyone is included in their class children can listen carefully to one another children can think of and use kind words and phrases when talking to others exploring how we should treat others kindly, even if they do not list reasons for saying sorry and think about why it is important 	<ul style="list-style-type: none"> begin to understand how our behaviour affects others and think of how they can make amends when they have hurt/upset someone suggest how their words affect others and explain what kind of friend they would like and would like to be reflect on ways they can rub out negative emotion 	<ul style="list-style-type: none"> explain the importance of saying sorry and offering forgiveness between friends reflect on and suggest ways they can rub out negative emotion 	<ul style="list-style-type: none"> describe forgiveness and why it is important talk about how to build trust between friends and the effects of a betrayal of trust recognise and challenge stereotypes reflect on, and suggest ways they can rub out negative emotion 	<ul style="list-style-type: none"> explain the importance of saying sorry and suggest ways to fix a broken friendship recognise and implement healthy boundaries both in life and online, recognising online abuse and knowing who to report it to suggest positive uses of the internet, recognise and deal with online abuse reflect on and suggest ways to rub out negative emotion 	<ul style="list-style-type: none"> explain what Nelson Mandela's life teaches them about forgiveness reflect on ways they can rub out negative emotion 	<ul style="list-style-type: none"> develop strategies to resolve conflict and disputes understand that tone and body language communicates more than words explain what makes a trustworthy friend and when it is ok to break a confidence reflect on ways they can rub out negative emotion



Vocabulary Progression



Don't hold on to what's wrong / Values and Perceptions


Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary 	friend care kindness saying sorry feelings, emotions forgive work together	forgiveness negative emotion positive emotion disappointment happiness apology / sorry	forgiveness / unforgiving negative emotion positive emotion consideration disappointment happiness apology / sorry bullying protect	forgiveness apology / sorry betrayal stereotypes challenging trust rectify / repair negative emotion	forgiveness apology / sorry mending friendship (negative) stress healthy boundaries online abuse	forgiveness emotion recognition resolve conflict bullying mistakes	conflict / dispute strategies forgiveness tone / expression body language communication trustworthy confidence bullying (different forms)



Pillars of Learning Progression

Health and Wellbeing




Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Fake is a mistake!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> differentiate between things that are true and not true recognise that it is important to tell the truth identify words which are kind and true and which are unkind and untrue suggest reasons they are thankful to be themselves <p>Reception</p> <ul style="list-style-type: none"> differentiate between things that are true and not true, using the words truth and lies show they can be kind and encouraging to others in different ways consider how important it is to be honest and always tell the truth and describe the impact a lie can have explore the concept of being yourself is the best you can be, and speak confidently to a group as themselves and as a character 	<ul style="list-style-type: none"> explain why we do not need to lie about ourselves and list amazing facts about themselves make the link that they are at their best when they are being themselves describe what being 'see-through' and explain why being 'see-through' in friendship is important understand there are people they can talk to when they feel sad, worried or angry explore the idea that small lies can have a big impact suggest ways to look after their teeth 	<ul style="list-style-type: none"> explain why they don't need to lie about themselves and list amazing facts about themselves understand the statement 'There never has and never will be another me,' and identify something unique about themselves identify and recognise unkind and kind thoughts they have about themselves describe how different emotions feel and describe a time they have felt different emotions demonstrate ways to stay safe in the sun and understand the importance of sun safety 	<ul style="list-style-type: none"> explain why they shouldn't lie about themselves and list amazing facts about themselves understand and accept that the real them is the best them give a simple explanation of what shame is and spot shame phrases suggest appropriate and inappropriate types of touch and suggest safe people to talk to if they are concerned explain why truth is important to build a friendship explain what an allergy is and suggest ways to avoid allergens (keeping friends with allergies safe) reflect on what they have learned about why 'Fake is a Mistake' 	<ul style="list-style-type: none"> explain why they do not need to lie about themselves and list some great things about themselves explain that they are not what they do (they are human beings before human doings!) understand that the words they choose to listen to affect how they see themselves discuss times when it is difficult to tell the truth and develop the courage to tell the truth explore peer pressure through dares - when they are not fun, the consequences and ways to say no find out the facts and associated risks of smoking reflect on ways that 'Fake is a Mistake!' 	<ul style="list-style-type: none"> recognise that they do not need to lie about themselves and list amazing facts about themselves understand that the images they see on social media and in magazines are not always real and discuss how unrealistic images can make them feel explain what to do when they feel like they need to hide how they really feel describe what vulnerability is and identify qualities that build trust for vulnerability explain why growing feedback is important and identify the difference between 'No Entry' and 'Welcome' responses to feedback find out the risks associated with alcohol use in young people reflect on ways that 'Fake is a Mistake!' 	<ul style="list-style-type: none"> show they can communicate differing opinions with respect and explain how to communicate the truth lovingly understand the idea of self-worth and that they are loved just as they are replace negative self-talk with positive self-talk define what a boundary is and explain how using boundaries means they can have respectful friendships find out facts about vaccinations from credible sources and suggest ways to discern if information online is credible identify physical and mental health risks associated with taking drugs and suggest ways to avoid drug taking reflect on ways being fake is a mistake, consolidating their understanding



Pillars of Learning Progression



Relationships


Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Fake is a mistake!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> differentiate between things that are true and not true recognise that it is important to tell the truth identify words which are kind and true and which are unkind and untrue suggest reasons they are thankful to be themselves suggest things they are thankful for talk about the different things they do in their homes with their families <p>Reception</p> <ul style="list-style-type: none"> differentiate between things that are true and not true, using the words truth and lies show they can be kind and encouraging to others in different ways consider how important it is to be honest and always tell the truth and describe the impact a lie can have explore the concept of being yourself is the best you can be, and speak confidently to a group as themselves and as a character? confidently list the things they are thankful for talk about their homes and families, confidently 	<ul style="list-style-type: none"> explain why we do not need to lie about ourselves and list amazing facts about themselves make the link that they are at their best when they are being themselves describe what being 'see-through' and explain why being 'see-through' in friendship is important understand there are people they can talk to when they feel sad, worried or angry explore the idea that small lies can have a big impact reflect on ways being 'fake' is a mistake. 	<ul style="list-style-type: none"> explain why they don't need to lie about themselves and list amazing facts about themselves understand the statement 'There never has and never will be another me,' and identify something unique about themselves identify and recognise unkind and kind thoughts they have about themselves suggest ways to demonstrate good manners and explore different ways to greet another person reflect on ways being 'fake' is a mistake 	<ul style="list-style-type: none"> explain why they shouldn't lie about themselves and list amazing facts about themselves understand and accept that the real them is the best them give a simple explanation of what shame is and spot shame phrases suggest appropriate and inappropriate types of touch and suggest safe people to talk to if they are concerned explain why truth is important to build a friendship reflect on what they have learned about why 'Fake is a Mistake' 	<ul style="list-style-type: none"> explain why they do not need to lie about themselves and list some great things about themselves understand that the words they choose to listen to affect how they see themselves explore peer pressure through dares - when they are not fun, the consequences and ways to say no reflect on ways that 'Fake is a Mistake!' 	<ul style="list-style-type: none"> recognise that they do not need to lie about themselves and list amazing facts about themselves understand that the images they see on social media and in magazines are not always real and discuss how unrealistic images can make them feel explain what to do when they feel like they need to hide how they really feel describe what vulnerability is and identify qualities that build trust for vulnerability explain why growing feedback is important and identify the difference between 'No Entry' and 'Welcome' responses to feedback reflect on ways that 'Fake is a Mistake!' 	<ul style="list-style-type: none"> show they can communicate differing opinions with respect and explain how to communicate the truth lovingly understand the idea of self-worth and that they are loved just as they are replace negative self-talk with positive self-talk define what a boundary is and explain how using boundaries means they can have respectful friendships reflect on ways being fake is a mistake, consolidating their understanding



Pillars of Learning Progression

Living in the Wider World



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Fake is a mistake!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> recognise that it is important to tell the truth suggest things they are thankful for talk about the different things they do in their homes with their families <p>Reception</p> <ul style="list-style-type: none"> show they can be kind and encouraging to others in different ways consider how important it is to be honest and always tell the truth and describe the impact a lie can have talk about their homes and families, confidently 	<ul style="list-style-type: none"> describe what being 'see-through' and explain why being 'see-through' in friendship is important understand there are people they can talk to when they feel sad, worried or angry explore the idea that small lies can have a big impact reflect on ways being fake is a mistake 	<ul style="list-style-type: none"> explain why they don't need to lie about themselves and list amazing facts about themselves suggest ways to demonstrate good manners and explore different ways to greet another person reflect on ways being 'fake' is a mistake 	<ul style="list-style-type: none"> suggest appropriate and inappropriate types of touch and suggest safe people to talk to if they are concerned explain why truth is important to build a friendship reflect on what they have learned about why 'Fake is a Mistake' 	<ul style="list-style-type: none"> discuss times when it is difficult to tell the truth and develop the courage to tell the truth explore peer pressure through dares - when they are not fun, the consequences and ways to say no reflect on ways that 'Fake is a Mistake!' 	<ul style="list-style-type: none"> understand that the images they see on social media and in magazines are not always real and discuss how unrealistic images can make them feel explain what to do when they feel like they need to hide how they really feel describe what vulnerability is and identify qualities that build trust for vulnerability reflect on ways that 'Fake is a Mistake!' 	<ul style="list-style-type: none"> show they can communicate differing opinions with respect and explain how to communicate the truth lovingly define what a boundary is and explain how using boundaries means they can have respectful friendships reflect on ways being fake is a mistake, consolidating their understanding



Vocabulary Progression

Fake is a mistake! / Social Justice




Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary 	truth kind untrue honest lies thankful	being 'see-through' friendship truth / lies fake / false consequence teeth brushing hygiene mistake	being 'see-through' friendship truth / lies fake / false consequence teeth brushing hygiene mistake	shame friendship truth / lies fake / false consequence appropriate / inappropriate touch concern trusted people	courage friendship truth / lies fake / false consequence mistake smoking	(un) realistic social media perceptions fake / false vulnerability trust growing feedback alcohol (physical and mental risks)	negative-talk positive-talk inner voice self-worth effective communication boundary(ies) respectful relationship vaccination credible source drugs (mental and physical risks)



Pillars of Learning Progression

Health and Wellbeing




Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be HeartSmart!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> develop confidence in choosing resources and communicating wants / needs develop awareness of their feelings and explore how to express them suggest reasons why they sometimes feel happy, sad, etc. show kindness to others in different ways <p>Reception</p> <ul style="list-style-type: none"> discuss ways they are special and give specific examples begin to explain why someone may be feeling happy, sad, etc. talk about the things they love and describe how they make them feel work collaboratively to complete a problem-solving task 	<ul style="list-style-type: none"> understand that many choices they make can help or hurt their own and others hearts identify sources of power (including themselves) and describe ways they can use their power in positive and negative ways begin to understand their emotions by describing and expressing their feelings understand the concept that whatever they put into their hearts is what comes out through looking at earthworms and soil list choices that keep their minds and bodies healthy 	<ul style="list-style-type: none"> understand that choices they make can help or hurt their own and others hearts by suggesting ways they can help their hearts or hurt their hearts identify themselves as sources of power, suggesting ways this power could be used positively and negatively understand that the decisions they make can affect their reputation, suggest the reputation they would like to have and ways to build it begin to make the link between their heart and their actions, words and behaviours understand how to make healthy choices to contribute to a healthy diet they can reflect on how the choices they make can help or hurt their own and other's hearts. 	<ul style="list-style-type: none"> suggest ways they can love themselves and ways they can love others recall memories of events and associate a feeling with them understand their hearts need protecting and list things they need to guard their hearts from identify the benefits of a healthy lifestyle and the risks of an unhealthy lifestyle reflect on how they care for their own and other's hearts 	<ul style="list-style-type: none"> suggest ways to show love to themselves and others explain how they know they can trust someone understand that there are many different characteristics of a healthy family life recognise things that positively and negatively affect their mental wellbeing reflect on and suggest how they care for their own and other people's hearts 	<ul style="list-style-type: none"> demonstrate different ways to show love to themselves and others understand how powerful people lead others describe the heart reputation they would like to have suggest ways to know what they should and shouldn't watch and list things they should avoid watching understand that good quality sleep is important for their health reflect on how they can protect their own and other's hearts 	<ul style="list-style-type: none"> suggest ways the choices they make can help or hurt their hearts explain how changing body language can make them feel more powerful suggest ways people can become 'hard-hearted', ways to keep their hearts soft and strong and suggest the benefits of a soft-strong heart over a hard heart plan a healthy, balanced meal, using understanding of healthy foods reflect on how they protect their own and other's hearts



Pillars of Learning Progression



Relationships


Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be HeartSmart!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> to show concern for others discuss how we are all different and special in our own ways (uniqueness) develop awareness of their feelings and explore how to express them show kindness to others in different ways <p>Reception</p> <ul style="list-style-type: none"> discuss ways they are special and give specific examples demonstrate the ability to work together, sharing ideas and listening to one another demonstrate the ability to take turns, play cooperatively and encourage one another through play read facial expressions to understand how others are feeling. begin to explain why someone may be feeling happy, sad, etc. talk about the things they love and describe how they make them feel work collaboratively to complete a problem-solving task 	<ul style="list-style-type: none"> understand that many choices they make can help or hurt their own and others hearts identify sources of power (including themselves) and describe ways they can use their power in positive and negative ways begin to understand their emotions by describing and expressing their feelings understand the concept that whatever they put into their hearts is what comes out through looking at earthworms and soil think of and express reasons why they are grateful for another person 	<ul style="list-style-type: none"> understand that choices they make can help or hurt their own and others hearts by suggesting ways they can help their hearts or hurt their hearts identify themselves as sources of power, suggesting ways this power could be used positively and negatively understand that the decisions they make can affect their reputation, suggest the reputation they would like to have and ways to build it begin to make the link between their heart and their actions, words and behaviours to understand that families may all look different but they should all be places of love and security they can reflect on how the choices they make can help or hurt their own and other's hearts. 	<ul style="list-style-type: none"> suggest ways they can love themselves and ways they can love others list ways to be kind to one another and describe how others are 'meant to be treated' recall memories of events and associate a feeling with them understand their hearts need protecting and list things they need to guard their hearts from understand, be grateful for and recognise the people in their lives that encourage and cheer them on reflect on how they care for their own and other's hearts 	<ul style="list-style-type: none"> suggest ways to show love to themselves and others describe the consequences of using kind and unkind words suggest characteristics they would like to see in their classroom and suggest ways to cultivate those characteristics explain how they know they can trust someone understand that there are many different characteristics of a healthy family life reflect on and suggest how they care for their own and other people's hearts 	<ul style="list-style-type: none"> demonstrate different ways to show love to themselves and others understand how powerful people lead others describe the heart reputation they would like to have explain how another person has supported or encouraged them, how that has made them feel and write a letter to thank that person reflect on how they can protect their own and other's hearts 	<ul style="list-style-type: none"> suggest ways the choices they make can help or hurt their hearts explain how changing body language can make them feel more powerful suggest ways people can become 'hard-hearted', ways to keep their hearts soft and strong and suggest the benefits of a soft-strong heart over a hard heart recognise when it is right to keep a secret and when secrets should be shared understand that marriage is a commitment of two people to each other reflect on how they protect their own and other's hearts



Pillars of Learning Progression

Living in the Wider World

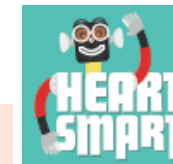


Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be HeartSmart!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> to show concern for others discuss how we are all different and special in our own ways (uniqueness) develop awareness of their feelings and explore how to express them show kindness to others in different ways <p>Reception</p> <ul style="list-style-type: none"> demonstrate the ability to work together, sharing ideas and listening to one another demonstrate the ability to take turns, play cooperatively and encourage one another through play read facial expressions to understand how others are feeling. work collaboratively to complete a problem-solving task 	<ul style="list-style-type: none"> understand that many choices they make can help or hurt their own and others hearts identify sources of power (including themselves) and describe ways they can use their power in positive and negative ways think of and express reasons why they are grateful for another person 	<ul style="list-style-type: none"> understand that choices they make can help or hurt their own and others hearts by suggesting ways they can help their hearts or hurt their hearts identify themselves as sources of power, suggesting ways this power could be used positively and negatively understand that the decisions they make can affect their reputation, suggest the reputation they would like to have and ways to build it begin to make the link between their heart and their actions, words and behaviours to understand that families may all look different but they should all be places of love and security they can reflect on how the choices they make can help or hurt their own and other's hearts. 	<ul style="list-style-type: none"> suggest ways they can love themselves and ways they can love others list ways to be kind to one another and describe how others are 'meant to be treated' understand, be grateful for and recognise the people in their lives that encourage and cheer them on reflect on how they care for their own and other's hearts 	<ul style="list-style-type: none"> suggest ways to show love to themselves and others describe the consequences of using kind and unkind words suggest characteristics they would like to see in their classroom and suggest ways to cultivate those characteristics explain how they know they can trust someone understand that there are many different characteristics of a healthy family life reflect on and suggest how they care for their own and other people's hearts 	<ul style="list-style-type: none"> demonstrate different ways to show love to themselves and others understand how powerful people lead others describe the heart reputation they would like to have suggest ways to know what they should and shouldn't watch and list things they should avoid watching explain how another person has supported or encouraged them, how that has made them feel and write a letter to thank that person reflect on how they can protect their own and other's hearts 	<ul style="list-style-type: none"> suggest ways the choices they make can help or hurt their hearts explain how changing body language can make them feel more powerful suggest ways people can become 'hard-hearted', ways to keep their hearts soft and strong and suggest the benefits of a soft-strong heart over a hard heart understand that marriage is a commitment of two people to each other reflect on how they protect their own and other's hearts



Vocabulary Progression

Be HeartSmart! / Health and Wellbeing




Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary 	feelings emotions facial expressions body language sad, happy, worried	healthy power choices decisions consequence heart appreciate grateful medicine medication	power decisions consequence medicine medication healthy choices lifestyle motivation relax/relaxation tense calm dangerous safe energy fuel nutritious	healthy / unhealthy lifestyle choices decisions consequence heart appreciate grateful	consequence cultivate characteristics healthy family life trust positive/negative mental wellbeing choices teasing / bullying	powerful people leadership desirable attributes appropriate content watershed encouragement quality sleep	healthy foods balanced meal body language hard-hearted strength secrets / confidentiality commitment marriage relationship



Pillars of Learning Progression

Health and Wellbeing



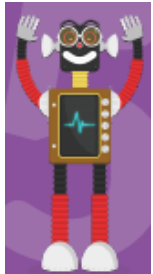
Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>No Way Through Isn't True!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> to persevere to find a match and complete a challenge describe or demonstrate different things they can do with their body understand that keeping going often brings a reward understand that we keep trying when we are learning something new discuss how to find a way through to develop the ability to keep trying when faced with a challenge. <p>Reception</p> <ul style="list-style-type: none"> understand that making mistakes is normal and helps us to learn to have a go at and persevere to complete a challenge suggest ways to persevere when they find something difficult suggest what is needed to get a particular job role and understand that we can do it if we try and don't give up persevere with a challenge and look for other ways to overcome obstacles express how they feel about change, using transition as an example 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are finding something difficult Differentiate between secrets they should and shouldn't keep and know what to do if someone asks them to keep a secret that makes them feel uncomfortable. identify dreams in their hearts explore change, loss and the associated feelings by thinking of a person, pet or toy that they miss and sharing a memory of that person, pet or toy reflect on their ability to find a way through something difficult by sharing a time they overcame a challenge 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck use resilience to find alternative solutions to a problem look at seemingly impossible situations in a different way suggest different ways to overcome a challenging situation learn how to manage worry by imagining good things that could happen and replacing worry phrases with positive phrases To reflect on 'No way through isn't true' by explaining a time they overcame a difficult situation 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck understand that in life there are times of making progress and times of setbacks explore and understand the importance of getting back up when we fail and trying again Talk about simple ways they can help others when they are injured and demonstrate basic first aid skills identify some of their dreams and list the attitudes they need to develop to achieve their dreams describe ways to manage change well reflect on ways 'No Way Through' isn't true 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck understand the skills and attitudes needed to meet the challenge of the Endurance Expedition (Ernest Shackleton) identify habits they need to develop or lose in order to achieve their goals understand that we all need people to encourage us to keep going identify dreams of their hearts define what puberty is and describe key physical changes that take place as puberty begins reflect on ways 'No Way Through' isn't True! 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck understand that there is always a way through seemingly impossible situations give examples of internal success they can grow toward a goal describe some of the tools that can help them live lives full of hope explain key facts about the menstrual cycle describe ways to look after their health and wellbeing as they grow up reflect on ways 'No Way Through' isn't True!, by recalling a time when they were stuck but found a way through and identify strategies used to overcome challenges 	<ul style="list-style-type: none"> describe situations and suggest ways to persevere when they are stuck describe the impact of changing their thinking from 'I can't do it' to 'I can't do it yet' and explain the importance of practice establish self-awareness to work out how they feel, why they feel that way and what they need explain the effect of having hope explore stepping out of their comfort zone and suggest how to apply to real-life contexts describe the changes in the brain as they go through adolescence reflect on ways 'No Way Through' isn't True!



Pillars of Learning Progression



Relationships


Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>No Way Through Isn't True!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> to persevere to find a match and complete a challenge discuss how to find a way through to develop the ability to keep trying when faced with a challenge. <p>Reception</p> <ul style="list-style-type: none"> to have a go at and persevere to complete a challenge suggest ways to persevere when they find something difficult suggest what is needed to get a particular job role and understand that we can do it if we try and don't give up persevere with a challenge and look for other ways to overcome obstacles 	<ul style="list-style-type: none"> to persevere in completing a challenge, adapting their strategy on subsequent attempts and describe the value of having a friend's support Differentiate between secrets they should and shouldn't keep and know what to do if someone asks them to keep a secret that makes them feel uncomfortable. explore the idea that there is hidden potential within them and suggest ways they can have impact in their class, family and community explore change, loss and the associated feelings by thinking of a person, pet or toy that they miss and sharing a memory of that person, pet or toy reflect on their ability to find a way through something difficult by sharing a time they overcame a challenge 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck suggest different ways to overcome a challenging situation To reflect on 'No way through isn't true' by explaining a time they overcame a difficult situation 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck explore and understand the importance of getting back up when we fail and trying again Talk about simple ways they can help others when they are injured and demonstrate basic first aid skills identify some of their dreams and list the attitudes they need to develop to achieve their dreams reflect on ways 'No Way Through' isn't true 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck understand that we all need people to encourage us to keep going reflect on ways 'No Way Through' isn't True! 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck understand that there is always a way through seemingly impossible situations give examples of internal success they can grow toward a goal reflect on ways 'No Way Through' isn't True!, by recalling a time when they were stuck but found a way through and identify strategies used to overcome challenges 	<ul style="list-style-type: none"> describe situations and suggest ways to persevere when they are stuck describe the impact of changing their thinking from 'I can't do it' to 'I can't do it yet' and explain the importance of practice establish self-awareness to work out how they feel, why they feel that way and what they need explore stepping out of their comfort zone and suggest how to apply to real-life contexts describe the changes in the brain as they go through adolescence reflect on ways 'No Way Through' isn't True!



Pillars of Learning Progression

Living in the Wider World

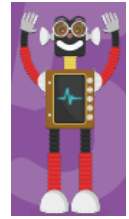



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>No Way Through Isn't True!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> to persevere to find a match and complete a challenge discuss how to find a way through to develop the ability to keep trying when faced with a challenge. <p>Reception</p> <ul style="list-style-type: none"> understand that making mistakes is normal and helps us to learn to have a go at and persevere to complete a challenge suggest what is needed to get a particular job role and understand that we can do it if we try and don't give up persevere with a challenge and look for other ways to overcome obstacles 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are finding something difficult to persevere in completing a challenge, adapting their strategy on subsequent attempts and describe the value of having a friend's support explore the idea that there is hidden potential within them and suggest ways they can have impact in their class, family and community reflect on their ability to find a way through something difficult by sharing a time they overcame a challenge 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck use resilience to find alternative solutions to a problem look at seemingly impossible situations in a different way suggest different ways to overcome a challenging situation suggest how to care for their school environment by conserving energy by identifying signs of energy being used and suggesting ways to conserve energy To reflect on 'No way through isn't true' by explaining a time they overcame a difficult situation 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck understand that in life there are times of making progress and times of setbacks Talk about simple ways they can help others when they are injured and demonstrate basic first aid skills identify some of their dreams and list the attitudes they need to develop to achieve their dreams reflect on ways 'No Way Through' isn't true 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck understand the skills and attitudes needed to meet the challenge of the Endurance Expedition (Ernest Shackleton) identify habits they need to develop or lose in order to achieve their goals understand that we all need people to encourage us to keep going identify dreams of their hearts reflect on ways 'No Way Through' isn't True! 	<ul style="list-style-type: none"> describe situations where they get stuck and suggest ways to persevere when they are stuck understand that there is always a way through seemingly impossible situations give examples of internal success they can grow toward a goal describe some of the tools that can help them live lives full of hope reflect on ways 'No Way Through' isn't True!, by recalling a time when they were stuck but found a way through and identify strategies used to overcome challenges 	<ul style="list-style-type: none"> describe situations and suggest ways to persevere when they are stuck describe the impact of changing their thinking from 'I can't do it' to 'I can't do it yet' and explain the importance of practice establish self-awareness to work out how they feel, why they feel that way and what they need explain the effect of having hope explore stepping out of their comfort zone and suggest how to apply to real-life contexts reflect on ways 'No Way Through' isn't True!



Vocabulary Progression

No Way Through Isn't True! / Resilience





Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary 	secret attempt difficult challenge perseverance	secret attempt difficult overcoming obstacles challenge resolve strength power	secret attempt difficult overcoming obstacles challenge resolve strength power	setbacks / obstacles overcoming obstacles challenge perseverance first aid injury attitude achieve	puberty habits goals / dreams persevere overcoming obstacles challenge resolve strength	hope resolve perseverance health and wellbeing menstrual cycle adolescence	importance practise self-awareness growth mind-set positive thinking hope comfort zone adolescence



Pillars of Learning Progression

Health and Wellbeing




Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Don't Forget To Let Love In!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> • to explore how they are all special and important, listing ways they are special • describe how they look and what they like about their appearance to a friend • suggest some ways they are special • talk about and list some of the great things about themselves • explore the idea of uniqueness - see the similarities and differences in their fingerprints • talk about themselves to the rest of the class <p>Reception</p> <ul style="list-style-type: none"> • explore the affirmation that each one of them is loved, special and important • understand that they all like different things and that is one of the ways they are unique • talk about how we demonstrate different emotions and demonstrate different emotions using facial expressions and body language • understand they are all special and list the ways their friends are special • tell other people about them and the things they like, selecting objects to represent their likes • explore how they all have different talents and skills, accepting praise and encouragement from others 	<ul style="list-style-type: none"> • recall a way someone has shown them love through kind words or actions and describe the best thing about themselves • understand that there are different types of touch and suggest positive and negative examples of touch • differentiate between the truth and lies that are spoken over or about them • appreciate the ways in which they are all unique through making choices about their preferences • explore different ways they can take care of themselves every day • reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> • recall a way someone has shown them love through kind words or actions and describe the best thing about themselves • recognise and celebrate their strengths and the ways in which they are all unique • differentiate between the truths and lies that they hear or speak about themselves • use positive adjectives to describe themselves, reinforcing positive self-image • understand that being thankful for what they have, helps them develop a gratitude attitude • notice the difference in their heart rate after physical activity, find their pulse and describe how they feel after physical activity • reflect on ways to let love into their hearts through recalling kind words said to them and describing their best features 	<ul style="list-style-type: none"> • recall a way someone has shown them love through kind words or actions and describe themselves in a positive way • think of words to encourage others and accept the encouragement they are given from others • understand the difference 'letting love in' can make to a person • list things they are grateful for and explain why they are grateful for them • understand that some choices they make will affect their physical health • reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> • recall a way someone has shown them love through kind words or actions and describe themselves in a positive way • identify ways they feel the most love and give an example of a time when they had been loved in this way • identify their strengths and achievements • record and list their unique facts and figures measurements • show gratitude for the amazing things their bodies can do • suggest ways bacteria spreads and create a rhyme/song or rap to remind others of the importance of hand washing in loving themselves and others • reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> • recall a way someone has shown them love through kind words or actions and describe themselves in a positive way • appreciate that they have value and purpose • consider how the words they listen to about themselves can make them feel • recall significant events and people in their own lives • recognise when they need help and suggest people to go to when needed • reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> • recall a way someone has shown them love through kind words or actions and describe themselves in a positive way • consider their self-worth and recognise their value as an individual • recall significant events and people in their lives so far and recognise that every person and story is unique • consider and explain things they are grateful for • suggest ways to spot early signs of illness • reflect on ways to let love into their hearts 

Pillars of Learning Progression



Relationships


Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Don't Forget To Let Love In!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> describe how they look and what they like about their appearance to a friend explore the idea of uniqueness - see the similarities and differences in their fingerprints talk about themselves to the rest of the class <p>Reception</p> <ul style="list-style-type: none"> understand that they all like different things and that is one of the ways they are unique understand they are all special and list the ways their friends are special tell other people about them and the things they like, selecting objects to represent their likes explore how they all have different talents and skills, accepting praise and encouragement from others 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe the best thing about themselves understand that there are different types of touch and suggest positive and negative examples of touch appreciate the ways in which they are all unique through making choices about their preferences reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe the best thing about themselves recognise and celebrate their strengths and the ways in which they are all unique understand that being thankful for what they have, helps them develop a gratitude attitude reflect on ways to let love into their hearts through recalling kind words said to them and describing their best features 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe themselves in a positive way think of words to encourage others and accept the encouragement they are given from others understand and distinguish between what love is and what it isn't understand the difference 'letting love in' can make to a person reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe themselves in a positive way identify ways they feel the most love and give an example of a time when they had been loved in this way suggest ways bacteria spreads and create a rhyme/song or rap to remind others of the importance of hand washing in loving themselves and others reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe themselves in a positive way appreciate that they have value and purpose demonstrate different ways to respond in different pressured scenarios recall significant events and people in their own lives recognise when they need help and suggest people to go to when needed reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe themselves in a positive way consider their self-worth and recognise their value as an individual encourage one another with kind and positive words and accept encouragement from others recall significant events and people in their lives so far and recognise that every person and story is unique reflect on ways to let love into their hearts



Pillars of Learning Progression

Living in the Wider World



Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Don't Forget To Let Love In!</p> 	<p>Nursery</p> <ul style="list-style-type: none"> to explore how they are all special and important, listing ways they are special explore the idea of uniqueness - see the similarities and differences in their fingerprints talk about themselves to the rest of the class <p>Reception</p> <ul style="list-style-type: none"> explore the affirmation that each one of them is loved, special and important understand that they all like different things and that is one of the ways they are unique understand they are all special and list the ways their friends are special tell other people about them and the things they like, selecting objects to represent their likes explore how they all have different talents and skills, accepting praise and encouragement from others 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe the best thing about themselves appreciate the ways in which they are all unique through making choices about their preferences explore the idea that there is a choice in spending and saving and there is a reward that comes from saving reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe the best thing about themselves recognise and celebrate their strengths and the ways in which they are all unique understand that being thankful for what they have, helps them develop a gratitude attitude reflect on ways to let love into their hearts through recalling kind words said to them and describing their best features 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe themselves in a positive way think of words to encourage others and accept the encouragement they are given from others list things they are grateful for and explain why they are grateful for them reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe themselves in a positive way identify ways they feel the most love and give an example of a time when they had been loved in this way record and list their unique facts and figures measurements suggest ways bacteria spreads and create a rhyme/song or rap to remind others of the importance of hand washing in loving themselves and others reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe themselves in a positive way appreciate that they have value and purpose demonstrate different ways to respond in different pressured scenarios recall significant events and people in their own lives recognise when they need help and suggest people to go to when needed reflect on ways to let love into their hearts 	<ul style="list-style-type: none"> recall a way someone has shown them love through kind words or actions and describe themselves in a positive way consider their self-worth and recognise their value as an individual encourage one another with kind and positive words and accept encouragement from others recall significant events and people in their lives so far and recognise that every person and story is unique reflect on ways to let love into their hearts



Vocabulary Progression



Don't Forget To Let Love In! / Aspirations

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary 	love kindness appearance unique	love kindness actions spending saving choices consequences belonging physical contact preferences unique	love kindness actions spending saving choices consequences belonging physical contact preferences unique	love encourage / encouragement grateful physical health choices consequences preferences	love strength uniqueness achievements gratitude bacteria / virus handwashing hygiene	love appreciate positivity significance peer-pressure self-worth / value purpose	love uniqueness gratitude encouragement acceptance individuality illness diagnose



Key Concept Progression

Diversity



EYFS	KS1	KS2
<ul style="list-style-type: none">• Identify the feelings of others and develop awareness and respect for differences in people and families.	<ul style="list-style-type: none">• Demonstrate how to love others and respect differences in people.	<ul style="list-style-type: none">• Demonstrate and encourage acceptance and tolerance of all.

Values and Perceptions



EYFS	KS1	KS2
<ul style="list-style-type: none">• Develop awareness of their own and other's feelings and needs, adapting their behaviour accordingly.	<ul style="list-style-type: none">• Demonstrate how to mend and maintain relationships with peers and family.	<ul style="list-style-type: none">• Confidently understand how to create and maintain positive and healthy relationships.

Social Justice



EYFS	KS1	KS2
<ul style="list-style-type: none">• Identify their own and other's likes and dislikes.	<ul style="list-style-type: none">• Develop understanding of different risks and how to look after themselves and others.	<ul style="list-style-type: none">• Use their understanding to challenge injustice and make informed decisions.

Key Concept Progression

Health and Wellbeing



EYFS	KS1	KS2
<ul style="list-style-type: none">• Identify a range of emotions and work cooperatively with others.	<ul style="list-style-type: none">• Recognise factors that affect their emotional and physical wellbeing in positive and negative ways.	<ul style="list-style-type: none">• Show they are fully equipped with the tools to live an emotionally and physically healthy lifestyle

Resilience



EYFS	KS1	KS2
<ul style="list-style-type: none">• Begin to show perseverance when completing tasks and challenges, and understand that making mistakes is normal.	<ul style="list-style-type: none">• Describe ways to overcome challenges, offer and accept encouragement.	<ul style="list-style-type: none">• Confidently use a range of strategies to overcome obstacles and tackle challenging situations.

Aspirations



EYFS	KS1	KS2
<ul style="list-style-type: none">• Explore the affirmation that each one of them is loved, special and important.	<ul style="list-style-type: none">• Identify their strengths and achievements and describe themselves in a positive way.	<ul style="list-style-type: none">• Have high expectations of themselves and others.