



Progression Ladder

Year 1 Year 2	Year 3	Year 4	Year 5	Year 6
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Relationships

Pupils should be taught:

- 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- 2. how to recognise and manage emotions within a range of relationships
- 3. how to recognise risky or negative relationships including all forms of bullying and abuse
- 4. how to respond to risky or negative relationships and ask for help
- 5. how to respect equality and diversity

To know how to	To recognise how their	To be able to	To recognise and	To understand the	To recognise and
communicate feelings	behaviour affects other	recognise and	respond	concept of keeping	respond
to others and	people.	respond	appropriately to a	something	appropriately to a
recognise how others		appropriately to a	wider range of	confidential or	wider range of
show feelings.	To learn the difference	wider range of	feelings in others	secret, when we	feelings in others
	between secrets and	feelings in others.	(revision).	should or should not	(revision).
To identify special	surprises and the			agree to this and	
people and how they	importance of not	To understand the	To recognise what	when it is right to	To judge what kind
should care for one	keeping adults' secrets,	concept of 'keeping	constitutes a	break a confidence	of physical contact is
another. To recognise	only surprises	something	positive, healthy	or share a secret	acceptable/unaccept
what is fair and unfair,	(revision).	confidential or	relationship and to	(revision).	able and how to
kind and unkind, right		secret', when we	develop the skills to		respond(revision).
and wrong. To learn	To listen to other	should or should not	maintain these	To recognise and	
people's bodies and	people and play and	agree to this and	relationships.	manage dares	To work
feelings can be hurt.	work cooperatively	when it is right to		(revision).	collaboratively
		'break confidence'	To be able to judge		towards shared
To learn the difference	To be able to offer and	or 'share a secret'.	what kind of	To recognise what	goals (revision).
between secrets and	receive constructive		physical contact is	constitutes a	
surprises and the			acceptable/unaccept	positive, healthy	

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	importance of not	support and feedback	To learn to	able and how to	relationship and	To recognise and
	keeping adults' secrets,	to and from others.	recognise and	respond (revision).	develop the skills to	challenge
	only surprises.		manage 'dares'.		form and maintain	stereotypes
		To be able to judge		To work	these (revision).	(revision). To be
	To listen to other	what kind of physical	To recognise what	collaboratively		aware of different
	people and play and	contact is	constitutes a	towards shared	To recognise that	types of relationship,
	work cooperatively.	acceptable/unacceptab	positive, healthy	goals. To develop	their actions affect	including those
		le,	relationship.	strategies to solve	themselves and	between friends and
	To judge what kind of	comfortable/uncomfort		disputes and conflict	others (revision).	families, civil
	physical contact is	able, and how to	To judge what kind	through negotiation		partnerships and
	acceptable/unacceptab	respond (revision).	of physical contact is	and appropriate	To judge what kind	marriage (revision).
	le,		acceptable/unaccept	compromise and to	of physical contact is	
	comfortable/uncomfort	To learn how to resist	able and how to	give rich and	acceptable/unaccept	To know that civil
	able, and how to	teasing and bullying, if	respond (revision).	constructive	able and how to	partnerships and
	respond.	they experience or		feedback and	respond (revision).	marriage are
		witness it, whom to go	To learn that their	support to benefit		examples of stable,
	To learn that there are	to and how to get help.	actions affect	others as well as	To develop	loving relationships
	different types of		themselves and	themselves. To be	strategies to resolve	and to be aware that
	teasing and bullying,	To share their opinions	others. To learn that	aware of different	disputes and conflict	marriage is a
	that these are wrong	on things that matter	differences and	types of	through negotiation	commitment freely
	and unacceptable. To	to them and explain	similarities between	relationships,	and appropriate	entered into by both
	identify and respect the	their views through	people arise from a	including those	compromise and to	people.
	differences and	discussions with one	number of factors,	between friends and	give rich and	
	similarities between	person and the whole	including family,	families, civil	constructive	To listen and
	people.	class.	cultural, ethnic,	partnerships and	feedback and	respond respectfully
			racial and religious	marriage.	support to benefit	to a wide range of
			diversity, age, sex,		others as well as	people, to feel
			sexual orientation,	To recognise and	themselves	confident to raise
			and disability.	challenge	(revision).	their own concerns,
				stereotypes.		to recognise and

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To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.

To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns. to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.

To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns. to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view (revision).

To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.

care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view (revision).

To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability

School

Health and Wellbeing Pupils should be taught:

- 1. what is meant by a healthy lifestyle
- 2. how to maintain physical, mental and emotional health and wellbeing
- 3. how to manage risks to physical and emotional health and wellbeing
- 4. ways of keeping physically and emotionally safe
- 5. about managing change, including puberty, transition and loss
- 6. how to make informed choices about health and wellbeing and to recognise sources of help with this
- 7. to identify different influences on health and wellbeing

To understand what	To understand what	To recognise	To learn how to	To extend their	To learn about
constitutes a healthy	constitutes a healthy	opportunities to	make informed	vocabulary to enable	positive and
lifestyle.	lifestyle (revision).	make their own	choices and to begin	them to explain	negative effects on
		choices about food/	to understand	both the range and	physical, mental and
To learn about good	To recognise what they	a balanced diet.	further the concept	intensity of their	emotional health
and not so good	like and dislike and		of a balanced diet	feelings to others	(including the
feelings. To learn the	how to make real	To understand that	(revision).	and recognise that	media).
importance of, and	informed choices,	bacteria and viruses		they may experience	
how to maintain,	which can have good	can affect health and	To reflect on and	conflicting emotions.	To extend their
personal hygiene.	and not so good	following simple	celebrate their		vocabulary to enable
	consequences. To learn	routines can reduce	achievements,	To understand how	them to explain
To understand how	about good and not so	their spread.	identify their	bodies change as	both the range and
some diseases are	good feelings		strengths, areas for	they approach and	intensity of their
spread and can be	(revision).	To reflect on and	improvements and	move through	feelings to others
controlled. (To learn		celebrate their	set high aspirations	puberty).	and recognise that
about the process from	To learn about change	achievements,	and goals (revision).		they may experience
growing from old to	and loss and the	identify their	To deepen their	To recognise how	conflicting emotions.
young).	associated feelings	strengths and areas	understanding of	images in the media	
	(revision).	for improvement,	good and not so	do not always reflect	To reflect on and
To know the names for		and set high	good feelings	reality and can affect	celebrate their
the main parts of the	To know the names for	aspirations and	(revision).	how people feel	achievements,
	the main parts of the	goals (revision).		about themselves.	identify strengths,

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body (including	body (including	To deepen	To learn about		areas for
external genitalia).	external genitalia).	understanding of	change, including	To learn about	improvements and
		good and not so	transitions, loss,	human reproduction	set high aspirations
To recognise and	To recognise and	good feelings	separation, divorce	including	and goals (revision).
celebrate their	celebrate their	(revision).	and bereavement	conception).	
strengths and set	strengths and set		(revision).		To learn how their
simple but challenging	simple but challenging	To learn about		To learn about	bodies will change
goals.	goals (revision).	change, including	To recognise when	taking care of their	as they approach
		transitions, loss,	and how to ask for	body, understanding	and move through
To learn about change	To learn rules for, and	separation, divorce	help and use basic	they have autonomy	puberty).
and loss and their	ways of keeping,	and bereavement.	techniques for	and the right to	
associated feelings.	physically and	To understand	resisting pressure	protect their body	To recognise,
	emotionally safe –	school rules about	(revision).	from inappropriate	explore and critique
To learn about people	including road safety,	health and safety,		and unwanted	how images in the
who look after them	online safety, the	basic emergency aid	To learn about	contact.	media do not always
and who to go to if	differences between	procedures and	people who are		reflect reality and
they are worried.	secrets and surprises	where and how to	responsible for	To develop	can affect how
	etc. (revision).	get help.	helping them stay	strategies for	people feel about
To learn rules for and			healthy and safe and	keeping physically	themselves
ways of keeping	To understand that	To learn about	ways that they can	and emotionally safe	(revision).
physically and	household products,	taking care of their	support these	-including safety in	
emotionally safe –	including medicines,	body and the right	people.	the environment	To learn about
including road safety	can be harmful	to protect their body		and online safety	human reproduction
and the difference	(revision).	from inappropriate	To understand	(revision).	including
between secrets and		and unwanted	school rules about		conception). (Online
surprises.	To recognise that they	contact).	health and safety,	To recognise that	safety)
	share a responsibility		basic emergency aid	increasing	
To understand that	for keeping themselves	To develop	procedures and	independence	To deepen
household products,	and others safe.	strategies for	where and how to	brings increased	understanding of
		keeping physical	get help (revision).	responsibility to	risk by recognising,

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y 3	including medicines,	and emotionally safe		keep themselves	predicting and many Sco
	can be harmful	-including online	To learn strategies	and others safe.	assessing risks in
		safety (revision).	for keeping		difference situations
			physically and	To learn what is	and deciding how to
		To differentiate	emotionally safe –	meant by the term	manage them
		between the terms	including road	'habit' and why	responsibly.
		'risk', 'danger' and	safety, safety in the	habits can be hard	
		'hazard'.	environment, and	to change.	To understand that
			online safety		pressure to behave
		To recognise when	(revision).		in an unacceptable,
		and how to ask for			unhealthy or risky
		help and use basic			ways can come from
		techniques for			a variety of sources,
		resisting pressure.			including people
					they know and the
					media.
					To loarn which why
					To learn which, why
					and how, commonly available substances
					and drugs (including alcohol and
					tobacco) could
					damage pupils
					immediate and
					future health and
					safety, that some are legal, some are
					restricted, and some
					restricted, and some

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are illegal to own
use and supply .

<u>Living in the Wider World.</u> Pupils should be taught: 1. about respect for self and others and the importance of responsible behaviours and actions

- 2. about rights and responsibilities as members of families, other groups and ultimately as citizens
- 3. about different groups and communities
- 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment
- 6. about where money comes from, keeping it safe and the importance of managing it effectively
- 7. how money plays an important part in people's lives
- 8. a basic understanding of enterprise.

To learn how to	To learn how to	To learn why and	To recognise the	To understand that	To learn why and
contribute to the life of	contribute to the life of	how rules and laws	consequences of	everyone has human	how rules and laws
the classroom.	the classroom	that protect	anti-social and	rights –all people	that protect
	(revision).	themselves and	aggressive	and all societies, and	themselves and
To help construct, and		others are made and	behaviours such as	that children have	others are made and
agree to follow, group	To help construct, and	enforced.	bullying and	their own special	reinforced, why
and class rules and to	agree to follow, group		discrimination on	rights set out in the	different rules are
understand how these	and class rules and to	To understand that	individuals and	UN Declaration of	needed in different
rules help them.	understand how these	everyone has human	communities.	the Rights of the	situations and how
	rules help them	rights.		Child.	to take part in
To understand that	(revision).		To learn how to		making and
people and other living		To know that	resolve differences	To learn that there	changing rules.
things have needs and	To learn that they	universal human	by looking at	are different kinds of	
that they have	belong to various	rights are there to	alternatives, seeing	responsibilities,	To know that there
responsibilities to meet	groups and	protect everyone	and respecting	rights and duties at	are some cultural
them.	communities such as	and have primacy	others' points of	home, at school, and	practices which are
	family and school.	over both national	view, making	in the community.	against British law
To learn that money		law and family and	decisions and		and universal human
comes from different		community	explaining choices.		rights (revision)

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sources and can be used for different purposes, including the concept of spending and saving.

To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices.

To learn what improves and harms their local, natural and built environments and about some of the ways people look after that.

To learn that money comes from different sources and can be used for different purposes, including the concept of spending and saving (revision).

To learn about the role money plays in their lives including how to manage their money, keep it safe, make choices about spending money, and what influences those choices practices. That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.

To appreciate the range of national, regional, religious and ethnic identities in the UK.

To research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations.

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

To appreciate the range of national, regional, religious and ethnic identities in the UK.

what being part of a community means,

To appreciate the range of national, regional, religious and ethnic identities in the UK.

and about the varied

communities locally

learn that resources

can be allocated in

different ways and

choices affect

communities and

the sustainability of

the environment. To

learn about the role

money plays in their

lives, including how

own and others'

to manage their

being a critical

To develop an

money and about

consumer (revision).

individuals.

that these economic

and nationally. To

institutions that

support

To think about the lives of people living in other places, and people with different values and customs.

To learn about the role money plays in their own and others' lives (revision). To develop an understanding of the concepts of 'interest', 'loan', 'debt' and 'tax', and to increase their understanding of how to manage their money and become a critical consumer (revision).

To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities (revision)

To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (revision)

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

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	To think about the	the concepts of	and debate topical	To learn about the
	lives of people living	'interest', 'loan',	issues, problems and	role money plays in
	in other places, and	'debt' and 'tax'	events concerning	their own and
	people with different	(revision). To learn	health and wellbeing	others' lives,
	values and customs.	about enterprise and	and offer their	including how to
		the skills that make	recommendations to	manage their money
	To learn about the	someone	appropriate people .	and about being a
	role money plays in	'enterprising'.		critical
	their own and			consumer(revision)
	others' lives,			
	including how to			To develop an
	manage their money			understanding of
	and about being a			the concepts of
	critical consumer			'interest', 'loan',
	(revision).			'debt' and 'tax'
				(revision)
	To develop an initial			
	understanding if the			To learn about
	concepts of			enterprise and the
	'interest', 'loan',			skills that make
	'debt', and 'tax'.			someone
				'enterprising'
				(revision)

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