



St Anselm's PSHE/RHE Knowledge and Skills Progression Map 2022-23



Intent

At St Anselm's, our PSHE and RHE curriculum enables our children to become healthy, happy, independent and responsible members of society. Our curriculum aims to help children develop personally, socially and spiritually, as loving witnesses to their Christian faith. It is our intention that when children leave St Anselm's, they will do so with the knowledge and skills to be able to play an active, positive and successful role in today's diverse society and as global citizens.

In an everchanging world, we provide children with the tools they need to manage situations effectively and responsibly, developing the confidence to ask for help when needed. Learning how to deal with these factors appropriately ensures our children develop good mental health and wellbeing strategies.

Teachings of rights, responsibilities, social justice and our British Values are threaded throughout the curriculum. Children learn what it means to be a member of a diverse society and understand how to participate within an inclusive school community.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Children learn the principles of Catholic Social Teaching and ways in which they can spread God's love in their community.

Our curriculum helps to prepare children for the opportunities, responsibilities and experiences of later life. Our Relationships and Health Education curriculum ensures our children learn to know how to be safe, develop healthy and positive relationships both now and in the future. Using the Ten:Ten resource, we tackle many of the moral, social and cultural matters that are a part of growing up. This is done with the teachings of Jesus Christ at the centre. The Ten:Ten scheme of work follows three broad themes to develop the children's knowledge and understanding at an age appropriate level. These themes ensure the children know and understand that they are created and loved by God, created to love others, and created to live in our local, national and global community.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Living in the Wider World: Rights and Responsibilities Relationships: Healthy Relationships	Health & Wellbeing: Me, My Body, My Health	Health & Wellbeing: Emotional Wellbeing	Relationships: Personal Relationships	Living in the Wider World: Keeping Safe	Living in the Wider World: Me, You, Us
Year 1	Living in the Wider World: Rights and Responsibilities Relationships: Healthy Relationships	Health & Wellbeing: Keeping Safe	Living in the Wider World: Environment Health & Wellbeing: Growing and Changing	Health & Wellbeing: Healthy Lifestyles	Relationships: Feelings & Emotions	Relationships: Valuing difference. Living in the Wider World: Money
Year 2	Living in the Wider World: Rights and Responsibilities	Living in the Wider World: Money Health & Wellbeing: Keeping Safe	Relationships: Valuing difference Living in the Wider World: Environment	Relationships: Healthy Relationships	Health & Wellbeing: Growing and changing Relationships: Feelings and emotions	Health & Wellbeing: Healthy Lifestyles
Year 3	Health & Wellbeing: Keeping Safe	Relationships: Valuing Difference Health & Wellbeing: Healthy Lifestyles	Relationships: Feelings and Emotions	Living in the Wider World: Rights & Responsibilities Environment	Health & Wellbeing: Growing & Changing Living in the Wider World: Money	Relationships: Healthy Relationships
Year 4	Relationships: Valuing Difference Living in The Wider World: Rights & Responsibilities	Living in the Wider World: Money	Relationships: Healthy Relationships	Relationships: Feelings & Emotions Health & Wellbeing: Keeping Safe	Living in the Wider World: Environment	Health and Wellbeing: Healthy Lifestyles & Growing and changing
Year 5	Health & Wellbeing: Growing and Changing Relationships: Feelings and Emotions	Living in the Wider World: Rights & Responsibilities	Health & Wellbeing: Healthy Lifestyles	Health & Wellbeing: Keeping Safe Living in the Wider World: Environment	Relationships: Healthy Relationships & Valuing Difference	Living in the Wider World: Money
Year 6	Living in the Wider World: Rights & Responsibilities Health & Wellbeing: Growing and Changing 1	Relationships: Feelings and Emotions & Valuing Difference	Relationships: Healthy Relationships	Health & Wellbeing: Healthy Lifestyles & Keeping Safe	Living in the Wider World: Environment & Money	Health & Wellbeing: Growing and Changing 2



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EYFS						
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme/s	Living in the Wider World: Rights and Responsibilities Relationships: Healthy Relationships	Health & Wellbeing: Me, My Body, My Health	Health & Wellbeing: Emotional Wellbeing	Relationships: Personal Relationships	Living in the Wider World: Keeping Safe	Living in the Wider World: Me, You, Us
Why?	This topic is taught to help children settle into their new environment. They are taught to have respect for each other in a new class and be aware of the routines. It also helps to settle and get to know one another. Teaching them what a healthy relationship is and helping them to build healthy relationships familiar adults and other children.	Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.	It is important for children to understand their feelings and emotions. Children also need to be aware how to regulate these	At this point in the year, children will have developed relationships. Children need to learn the importance of these relationships, learn how to treat each other and be reminded of this throughout the year.	It is important for children to know how to keep themselves safe and know who they can talk to about their safety.	Topic taught to teach children about their role in a community. Children are taught about the responsibilities they have.
Curriculum Links	RE – God's world and Creation. English – Harry and the Dinosaurs go to School (routines) Communication and Language – talking about their interests, families and friends. Understanding the World – getting to know their new class friends. Expressive Arts and Design – self-portraits and creating props for the role-play area.	RE – Showing love for yourself and towards others. Communication and Language – using previously learnt vocabulary to describe different body parts. Physical Development – exploring the function of different body parts. More specifically, their hands and how they are developing. Expressive Arts and Design – creating props for the role-play area. Anti-bullying Week	RE – Know that Jesus helps us and show love for helping others. Communication and Language – asking questions about 'people who help us'. Understanding the World – exploring local people who help us. Zones of Regulation	RE – Learning the importance of saying sorry and forgiveness. English – Jack and the Beanstalk and The Little Red Hen (exploring the relationships between the characters) Communication and Language – re-enacting Jack and the Beanstalk, helping to understand the relationships	Communication and Language – offering explanations on how to respond safely to different situations. Understanding the World – understanding the natural world around them. Learning about different animals and how to stay safe around some domestic and wild animals they may encounter. Expressive Arts and Design – creating props for the role-play area.	RE – The Church and the family of God English – Mr Grumpy's Outing (learning about dependence and independence) Bright Stanley (learning how to respect each other) Communication and Language – express their own views and listen to the views of others
Local Links			Visit local park/playing field – explore connection between nature and wellbeing.		Visit to local Supermarket/Pharmacy	



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Knowledge	<p>Understand group and class rules and why they are important. Know that everybody is unique. Know ways in which we are the same as other people.</p> <p>Know what makes a healthy relationship and how to build these. Children are reminded of this throughout the year.</p>	<p>Know about some of the things that keep our bodies healthy including: Physical activity Sleep Rest Healthy food</p> <p>Know about the importance of personal hygiene routines.</p>	<p>Children will learn about likes, dislikes and self-acceptance. They will learn how to describe different feelings, both good and bad. Children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p>	<p>Children will apply names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness.</p>	<p>Learn practical ways to stay safe inside and out, about bodily privacy and the importance of talking to their 'special people' if anything troubles them. Children will learn about people who help us in emergencies.</p>	<p>Extend understanding of communities. Children learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.</p>
Skills	<p><u>Interpersonal</u> Active Listening <u>Skills of Enquiry</u> Identification, assessment and management of risk</p>	<p><u>Intrapersonal</u> Making decisions Setting challenging personal goals Self-organisation <u>Skills of Enquiry</u> Evaluating social norms</p>	<p><u>Intrapersonal</u> Setting personal goals Constructive self-reflection Learning from experiences and seeking out feedback Resilience Self-Regulation</p>	<p><u>Interpersonal</u> Active Listening Empathy <u>Skills of Enquiry</u> Identification, assessment and management of risk</p>	<p><u>Intrapersonal</u> Making decisions <u>Interpersonal</u> Recognising and utilising strategies for staying safe <u>Skills of Enquiry</u> Identification, assessment and management of risk</p>	<p><u>Interpersonal</u> Empathy Communication Responding to the need for positive affirmation for self and others <u>Skills of Enquiry</u> Evaluating social norms</p>



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Year 1						
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme/s	Living in the Wider World: Rights and Responsibilities Relationships: Healthy Relationships	Relationships: Feelings & Emotions	Living in the Wider World: Environment Health & Wellbeing: Growing and Changing	Health & Wellbeing: Healthy Lifestyles	Health & Wellbeing: Keeping Safe	Relationships: Valuing difference. Living in the Wider World: Money
Why?	<p>This topic is taught to ensure the children have respect for each other in a new class. It also helps get to know one another.</p> <p>Reminding them of the importance of having healthy relationship and ensuring they understand what a healthy relationship is.</p>	<p>It is important for children to understand their feelings and emotions. Children also need to be aware how to regulate these.</p>	<p>It is important for children to know how to look after and stay safe in their environment as well as having respect for theirs and others surroundings.</p> <p>At this point of the year, children may notice how they have grown physically and emotionally throughout the year.</p>	<p>Reminding them of the importance of being healthy. Reminding them that mental wellbeing is just as important.</p>	<p>It is important for children to know how to keep themselves safe</p>	<p>Links with Sports Day</p> <p>Money is linked with our topic in Maths.</p>
Curriculum Links	Geography – Our Local Area Science – Their body and senses International Week	English – The Three Little Pigs (feelings and emotions of characters & their responses) RE- The nativity particularly feelings and emotions that Mary would have felt at different points in the Christmas story.	English – Superheroes (strengths, goals) How to be a local Superhero?	Science – animals and habitats DT – Cooking Nutrition PE – athletics	English – signs and symbols associated with pirates as a link to warning signs	Maths – Money History – Toys (sharing and respecting opinions on toys) Science – Seasons and Weather (sharing opinions on favourite seasons/months)
Local Links			Natural & Built Environment in Harrow		Visit to local Supermarket/Pharmacy	
Knowledge	Understand group and class rules and why they are important. Know that everybody is unique. Know ways in which we are the same as other people. Know the difference between nice surprises and	Name a broad range of feelings and emotions. Know how to recognise different feelings and emotions in themselves and others. Know different ways to respond to their own feelings and the feelings of others.	Know about the natural and built environment in Harrow. Know what improves and harms their local natural and built environment. Know that everybody has different strengths.	Know about some of the things that keep our bodies healthy including: Physical activity Sleep Rest Healthy food	Know that household products including medicines, can be harmful if not used correctly. Recognises warning signs on products. Know who to ask for help if they are unsure about something.	Understand ways in which people can be similar and different. Know what an opinion is and that people have different opinions. Know that we can respect the opinions of others even when we disagree.



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	the importance of not keeping secrets that are uncomfortable. Knows physical feelings that they might experience if they feel uncomfortable, anxious or afraid about a secret. Know special people that can keep them safe.		Know what goals are and how to set simple but challenging goals. Understand about change and loss and associated feelings (including moving home, losing toys, pets or friends)	Know about the importance of personal hygiene routines.	Can say 'yes', 'no', 'I'll ask' and 'I'll tell' in response to scenarios involving household products.	Know where money comes from and what it is used for. Know about how to keep money safe. Understand what spending is and what saving is.
Skills	Interpersonal Active Listening Skills of Enquiry Identification, assessment and management of risk	Intrapersonal Recognising some common ways our brains can 'trick us' or 'trap us' in unhelpful thinking Self-regulation Resilience Recognising and managing the need for peer approval Interpersonal Empathy	Interpersonal Team working (Local Project) Intrapersonal Setting challenging personal goals Critical, constructive self-reflection Learning from experiences and seeking out feedback Resilience Self-Regulation Skills of Enquiry Planning and deciding (Local Project)	Intrapersonal Making decisions Setting challenging personal goals Self-organisation Skills of Enquiry Evaluating social norms	Intrapersonal Making decisions Interpersonal Recognising and utilising strategies for managing pressure, persuasion and coercion. Skills of Enquiry Identification, assessment and management of risk	Interpersonal Empathy Communication Responding to the need for positive affirmation for self and others Skills of Enquiry Analysis (including separating fact from opinion) Gathering and using data Planning and deciding



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Year 2						
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme/s	Relationships: Valuing difference	Living in the Wider World: Money Health & Wellbeing: Keeping Safe	Living in the Wider World: Environment Rights and Responsibilities	Relationships: Healthy Relationships	Health & Wellbeing: Growing and changing Relationships: Feelings and emotions	Health & Wellbeing: Healthy Lifestyles
Why?	This topic is taught to ensure the children have respect for each other in a new class. It also helps get to know one another.	Money is linked with our topic in Maths. It is important for children to know how to keep themselves safe	It is important for children to know how to look after and stay safe in their environment as well as having respect for theirs and others surroundings.	Children need to learn how to treat each other and be reminded of this throughout the year.	At this point of the year, children may notice how they have grown physically and emotionally throughout the year.	Reminding them of the importance of being healthy over the holidays. Reminding them that mental wellbeing is just as important. Links with Sports Day
Curriculum Links	English – Barefoot Books of Children around the world & Study on China Art – self portraits International week	Maths – Money History – Fire Safety DT – Safety when constructing Road Safety during Walk to school Week	History – Significant People in Harrow's History Science – Plants	RE – drawing on Good News stories from Spring 1	Science – Animals including humans (lifecycles) RE – Easteride (lifecycles)	Science – Keeping Healthy and taking care DT – Cooking Nutrition
Local Links	Exploring their own identity as a member of the local Harrow community	Walking the local area for Walk to School Week	Natural and Built environment in Harrow	Local services to help with bullying.		Being active in the local community
Knowledge	Understand the importance of respecting similarities and differences between people. Know ways to respect the opinions of others. Explains their views through discussion with one other person and the whole class.	Know that money comes from different sources and can be used for different purposes. Know about how to keep money safe. Understands what spending is and what saving is and reason about whether to save or spend. Know rules for keeping safe in familiar and unfamiliar situations including road safety, online safety, water safety and fire safety.	Know about the natural and built environment in Harrow. Know what improves and harms their local natural and built environment. Know about groups and communities that they belong to. Know people who work in their community. Know the needs of ourselves and others and understand how rules assist in needs being met.	Know what it means to work cooperatively. Know that conflict in group situations is inevitable and that it can be resolved. Understand what kind of physical contact is acceptable, unacceptable and uncomfortable. Knows that hurtful teasing and bullying is wrong. Develops strategies to resist teasing or bullying if they experience it or witness it.	Understand the importance of goals and how to set simple but challenging goals. Know the process of growing from young to old including increased independence and how peoples' needs change. Know the names for main body parts and the bodily similarities between boys and girls.	Know that a healthy lifestyle includes physical and emotional health. Understand that choices can have good and not so good consequences on health. Know about different kinds of feelings and simple strategies to manage feelings.



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		Know people who look after them, their family network.	Understand the terms rights and responsibilities. Name special people who work in their community who are responsible for protecting the.		Know different types of behaviour and how this can make others feel. Know that bodies and feelings can be hurt (fair/unfair and what is right and wrong).	
Skills	Interpersonal Team working Active listening Communication & Negotiation Skills of Enquiry Evaluating social norms Reviewing progress against objectives	Skills of Enquiry Formulating Questions Gathering and using data Planning and deciding Intrapersonal Critical constructive self-reflection Making decisions Recognising some of the ways our brains can 'trick us' or 'trap us' in unhelpful thinking	Interpersonal Empathy Active listening Communication Negotiation Team working (Local Project) Skills of Enquiry Planning and deciding (Local Project)	Interpersonal Team working Communication Recognising and utilising strategies for managing pressure, persuasion and coercion Intrapersonal Self-regulation Recognising and managing the need for peer approval Resilience	Intrapersonal Critical, constructive self-reflection Learning from experience Setting challenging personal goals Self-Regulation Making decisions Interpersonal Empathy Skills of Enquiry Evaluating social norms	Intrapersonal Making decisions Setting challenging personal goals Self-organisation Self-regulation Recognising and managing the need for peer approval Interpersonal Responding to the need for positive affirmation for self and others Empathy



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Year 3						
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme/s	Health & Wellbeing: Keeping Safe Relationships: Valuing Difference	Health & Wellbeing: Healthy Lifestyles Keeping Safe	Relationships: Feelings and Emotions	Living in the Wider World: Rights & Responsibilities Environment	Health & Wellbeing: Growing & Changing Living in the Wider World: Money	Relationships: Healthy Relationships
Why?	This topic is taught to ensure the children have respect for each other in a new class. It also helps get to know one another. It is important for children to celebrate diversity and understand the need for a diverse and inclusive school culture. They are reminded of this throughout the year.	Reminding them of the importance of being healthy. Reminding them that mental wellbeing is just as important. It is important for children to know how to keep themselves safe	It is important for children to understand their feeling and emotions. Children also need to be aware how to regulate these	It is important for children to know how to look after and stay safe in their environment as well as having respect for theirs and others surroundings.	At this point of the year, children may notice how they have grown physically and emotionally throughout the year. Money is linked with our topic in Maths.	Reminding them of the importance of having healthy relationship and ensuring they understand what a healthy relationship is. Reminding them that mental wellbeing is just as important. Links with Sports Day
Curriculum Links	International Week Music: Music from around the world (appreciating difference)	Science – Animals including Humans	RE: Sacrament of Reconciliation English – The Seasons of Time (exploring characters feelings & emotions)	Geography – Where on Earth Are We? English - Aubrey and the Ladybird (exploring climate change) Science - Plants	PE – Athletics techniques to be successful	PE – Team Games RE – Being a Christian
Local Links	Exploring their own identity as a member of the local Harrow community	Walking the local area for Walk to School Week	Natural and Built environment in Harrow	Local services to help with bullying.		Being active in the local community
Knowledge	Understand the role of school rules in keeping us healthy and safety. Know people at school and in the wider community who contribute to safety. Know the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.	Know what makes a balanced diet. Understand a persons' ability to make their own choices about food and what influences their choices. Know what is meant by a habit. Know that habits can be hard to change.	Knows a wider range of feelings and how these might present physically. Knows about different types of behaviour and how one persons' behaviour can impact on the feelings of others. Begin to understand conflict resolution that allows for feelings to be shared and	Understand the importance of respecting the needs of ourselves and others. Know what being part of a community means and about varied institutions that support their local community. Know the role of voluntary/community groups	Know a wider range of vocabulary to help them explain both their range and intensity of feelings. Understand that they may experience conflicting emotions. Recognise individual achievements and strengths. Reflect on areas for improvement and set	Understand different types of relationships including those between acquaintances, friends, relatives and families. Know what constitutes positive, healthy relationships. Know that maintaining relationships involve skills and understand some of the



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	Shares their views and opinions with others with respect and awareness of difference.	Know basic emergency first aid procedures. Understand where and how to get help in emergencies at school and in the wider community.	discussed with respect and understanding. Knows that both bodies and feelings can be hurt. Know what to do if bullying is happening.	especially in relation to health and wellbeing. Know that they have different rights and responsibilities at home, school, in the community and towards the environment	personal targets for the future. Know what it means to enterprise.	skills needed for positive relationships. Know that actions affect themselves and others. Knows what they can do if a relationship feels negative/uncomfortable.
Skills	<u>Interpersonal</u> Communication Team Work <u>Skills of Enquiry</u> Recalling and applying knowledge in novel situations Identification, assessment and management of risk. Planning and deciding	<u>Intrapersonal</u> Resilience Self-regulation Recognising and managing the need for peer approval <u>Interpersonal</u> Empathy Recognising and utilising strategies for managing pressure, persuasion and coercion <u>Skills of Enquiry</u> Evaluating social norms	<u>Intrapersonal</u> Critical, constructive self-reflection Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking Resilience Self-regulation <u>Interpersonal</u> Communication Active Listening Negotiation	<u>Interpersonal</u> Empathy Team work Communication Active Listening <u>Skills of Enquiry</u> Formulating questions Gathering and using data Drawing and defending conclusions using evidence <i>Research, discuss and debate topical issues, problems and events that concern them (local community and the environment)</i>	<u>Intrapersonal</u> Critical, constructive self-reflection Recognising some of the common ways our brains can 'trick' us or 'trap us' in unhelpful thinking Self-regulation Setting challenging personal goals including strategies to achieve them <u>Interpersonal</u> Team work (enterprise)	<u>Interpersonal</u> Active Listening Communication Responding to the need for positive affirmation for self and others <u>Intrapersonal</u> Self-regulation Learning from experience to seek out and make constructive feedback



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Year 4						
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme/s	Relationships: Valuing Difference Living in The Wider World: Rights & Responsibilities	Continue Valuing Difference Living in the Wider World: Money	Relationships: Healthy Relationships Living in the Wider World: Environment	Relationships: Feelings & Emotions Health & Wellbeing: Keeping Safe	Health and Wellbeing: Healthy Lifestyles	Health and Wellbeing: Growing and changing
Why?	This topic is taught to ensure the children have respect for each other in a new class. It also helps get to know one another. It is important for children to know how to look after and stay safe in their environment as well as having respect for theirs and others surroundings.	It is important for children to celebrate diversity and understand the need for a diverse and inclusive school culture. They are reminded of this throughout the year. Money is linked with our topic in Maths.	Reminding them of the importance of having healthy relationship and ensuring they understand what a healthy relationship is. It is important for children to know how to look after and stay safe in their environment.	It is important for children to understand their feeling and emotions. Children also need to be aware how to regulate these It is important for children to know how to keep themselves safe	Reminding them of the importance of being healthy. Reminding them that mental wellbeing is just as important.	At this point of the year, children may notice how they have grown physically and emotionally throughout the year.
Curriculum Links	International Week English – The Journal of Lliona (focus on empathy)	Maths – Money	RE – Jesus the Teacher How Jesus' teaching impacts on society today Science – Environment	English – Firework Maker's Daughter (secret keeping & characters feelings and emotions)	History – Victorians (living conditions & changes over time) PE – evaluating performance	RE- The Sacraments (growing and changing)
Local Links	Exploring their own identity as a member of the local Harrow community	Walking the local area for Walk to School Week	Natural and Built environment in Harrow	Local services to help with bullying.		Being active in the local community
Knowledge	Know that difference is inevitable and to know the value in listening to the points of views of others. Recognises and cares about other peoples' feelings and try to see, respect and if necessary, constructively challenge their points of view.	Know the role of money, ways to manage money (budgeting and saving) and what is meant by interest and loan. Develop initial understanding of concepts of interest, loan, debt and tax. Know what it means to be a critical consumer.	Know the difference between acceptable and unacceptable physical contact. Develop strategies to solve disputes and conflict including: -how to respond to unacceptable physical contact -listening and responding when conflicts occur	Know about the concept of keeping something confidential or secret. Know when they should or should not agree to keeping a secret. To recognise and manage dares. Keeping safe in the local environment (Harrow	Know what makes a balanced lifestyle. Understand about making choices in relation to health. Know about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco).	To recognise their achievements and set personal targets for the future. Know about changes that will happen in life and feelings associated with change (including puberty).



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	Understand difference and diversity of people in the UK. Know about customs of people around the world. Know that resources can be allocated in different ways and that economic choices affect individuals, communities and the sustainability of the environment across the world.		amongst themselves and their peers. Know about the sustainability of the environment across the world.	including children's journey to and from school) Know about keeping safe online.		
Skills	<u>Interpersonal</u> Empathy Active Listening Communication <u>Skills of Enquiry</u> Gathering and using data Analysis Evaluating social norms <i>Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</i>	<u>Skills of Enquiry</u> Formulating questions Analysis Planning and deciding Recalling and applying knowledge creatively and in novel situations <u>Intrapersonal</u> Making Decisions Self-organisation	<u>Interpersonal</u> Active listening Empathy Communication Negotiation Recognising and utilising strategies for managing pressure, persuasion and coercion.	<u>Interpersonal</u> Recognising and utilising strategies for managing pressure, persuasion and coercion. <u>Intrapersonal</u> Making decisions Recognising and managing the need for peer approval <u>Skills of Inquiry</u> Identification, assessment and management of risk	<u>Skills of Enquiry</u> Analysis (separating fact from opinion) Drawing and defending conclusions using evidence and not just assertion. Evaluating social norms. Reviewing progress against objectives <u>Interpersonal:</u> Team working Communication	<u>Intrapersonal</u> Critical, constructive self-reflection Setting challenging personal goals Resilience Self-regulation Recognising and managing the need for peer approval <u>Skills of Enquiry</u> Evaluating social norms



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Year 5						
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme/s	Health & Wellbeing: Growing and Changing Relationships: Feelings and Emotions	Living in the Wider World: Rights & Responsibilities	Living in the Wider World: Money Relationships: Valuing Difference	Health & Wellbeing: Keeping Safe Living in the Wider World: Environment	Relationships: Healthy Relationships	Health & Wellbeing: Healthy Lifestyles
Why?	Children may notice how they have grown physically and emotionally since the previous year. Children's bodies may start changing more noticeably. It is important for children to understand their feeling and emotions. Children also need to be aware how to regulate these	It is important for children to know how to look after and stay safe in their environment as well as having respect for theirs and others surroundings.	Money is linked with our topic in Maths. It is important for children to celebrate diversity and understand the need for a diverse and inclusive school culture. They are reminded of this throughout the year.	It is important for children to know how to keep themselves safe. It is important for children to know how to look after and stay safe in their environment.	Reminding them of the importance of having healthy relationship and ensuring they understand what a healthy relationship is.	Reminding them of the importance of being healthy over the holidays. Reminding them that mental wellbeing is just as important. Links with Sports Day
Curriculum Links	History – Understanding feelings and emotions associated with WW1	RE – God's Covenants	RE – Inspirational People Maths – Money	Computing – Internet Safety	PE – Team Games	Science – Circles of Life / Reproduction
Local Links	Exploring their own identity as a member of the local Harrow community	Walking the local area for Walk to School Week	Natural and Built environment in Harrow	Local services to help with bullying.		Being active in the local community
Knowledge	Understand different ways of achieving and celebrating personal goals. Know how having high aspirations can support personal achievements. Know how to further describe the range and intensity of their feelings to others. Understand how to manage complex or conflicting emotions.	To research, discuss and debate issues concerning health and wellbeing. Know why and how rules and laws are made. Know how to take part in making and changing rules. Know how antisocial behaviours can affect wellbeing. Know how to handle challenge or respond to anti-emotions.	Know how finance plays an important part in people's lives. Understand how to be a critical consumer. Know what is meant by 'interest', 'loan', 'debt'. Know about the importance of looking after money, including managing loans and debts. Know that people pay 'tax' to contribute to society.	Know strategies for managing personal safety (local environment). Know strategies for managing personal safety (online). Know what to consider before sharing pictures of themselves and others online. Know how to keep safe and well when using a mobile phone.	Understand about the consequences of their actions on themselves and others. Know about working collaboratively toward shared goals. Understand negotiation and compromise strategies to resolve disputes and conflict. Know how to give helpful feedback to support others.	To know what positively and negatively affects health and wellbeing (including mental and emotional health). Understand how to make informed choices that contribute to a 'balanced lifestyle'. Know about the benefits of a balanced lifestyle. Understand about difference influences on diet and food.



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	Know how to respond appropriately to a wider range of feelings in others.	social or aggressive behaviours. Know about resolving difference, respecting different points of view and making their own decisions.		Know about different kinds of responsibilities (home, school, community and the environment).	Know how to respectfully listen to others but raise concerns and challenge points of view when necessary.	Develop the skills to make their own choices about food.
Skills	<u>Intrapersonal</u> Critical, constructive self-reflection Setting challenging personal goals Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking Self-regulation Self-organisation Resilience <u>Interpersonal</u> Empathy Responding to the need for positive affirmation for self and others	<u>Skills of Enquiry</u> Formulating questions Gathering and using data Drawing and defending conclusions using evidence Evaluating social norms <u>Interpersonal</u> Communication Negotiation	<u>Intrapersonal</u> Making decisions <u>Skills of Enquiry</u> Analysis Recalling and applying knowledge creatively in novel situations Evaluating social norms	<u>Intrapersonal</u> Making decisions Recognising and managing the need for peer approval <u>Interpersonal</u> Communication Recognising and utilising strategies for managing pressure, persuasion and coercion Responding to the need for positive affirmation for self and others	<u>Intrapersonal</u> Critical, constructive self-reflection Learning from experiences to seek out and make use of feedback <u>Interpersonal</u> Team working Negotiation	<u>Skills of Enquiry</u> Planning and deciding Analysis Identification, assessment and management of risk



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Year 6						
PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Theme/s	Living in the Wider World: Rights & Responsibilities Health & Wellbeing: Growing and Changing 1	Relationships: Feelings and Emotions & Valuing Difference	Living in the Wider World: Environment & Money	Health & Wellbeing: Healthy Lifestyles & Keeping Safe	Relationships: Healthy Relationships	Health & Wellbeing: Growing and Changing 2
Why?	It is important for children to know how to look after and stay safe in their environment as well as having respect for theirs and others surroundings. Children may notice how they have grown physically and emotionally since the previous year. Children's bodies may start changing more noticeably.	It is important for children to understand their feeling and emotions. Children also need to be aware how to regulate these. It is important for children to celebrate diversity and understand the need for a diverse and inclusive school culture. They are reminded of this throughout the year.	It is important for children to know how to look after and stay safe in their environment. Money is linked with our topic in Maths.	Reminding them of the importance of being healthy.. Reminding them that mental wellbeing is just as important.	Reminding them of the importance of having healthy relationship and ensuring they understand what a healthy relationship is.	Children may notice how they have grown physically and emotionally throughout the year. Children's bodies will start undergoing noticeable changes.
Curriculum Links	RE – Kingdom of God (rights and responsibility as a member of the Kingdom of God) English – Goodnight Mr Tom (characters rights)	Anti-Bullying Week RE – What is Justice? Other Faiths Week	Science – Habitats Also drawing on Topic from Autumn 2 – Damaging our World Preparations for Lent (enterprises)	Computing – Online Safety	<u>Preparation for Kingswood</u>	
Local Links	Exploring their own identity as a member of the local Harrow community	Walking the local area for Walk to School Week	Natural and Built environment in Harrow	Local services to help with bullying.		Being active in the local community
Knowledge	Know about the importance of human rights (UN declaration on the rights of the child). Know that harmful practices (eg: forced marriage) are against British law and in contradiction with rights.	Know about confidentiality. Know about times when it is appropriate and necessary to break a confidence. Understand factors that make people the same or different.	Know about how resources are allocated and the effect this has on individuals, communities and the environment. Know what it takes to set up and enterprise.	Know how images in the media can distort reality and understand how this can affect how people feel about themselves. Understand some of the risks and effects of legal and illegal substances (drugs	Know different types of relationships (friends, families, couples, marriage). Know what constitutes a positive, healthy relationship. Understand skills to maintain positive relationships.	Know about changes that happen at puberty. Know about human reproduction in the context of the human lifecycle. Know how a baby is made and how it grows.



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	<p>Know that human rights overrule any beliefs, ideas or practices that harm others. Know what it means to be part of a community. Know about different groups that support the local community.</p> <p>To be critical of what they see and read in the media and to critically consider what they choose to forward to others.</p> <p>Understand how having high aspirations can support personal achievements.</p>	<p>Recognise and challenge 'stereotypes'. Know about the correct use of the terms sex, gender identify and sexual orientations. Know about discrimination, teasing, bullying and aggressive behaviour and its effect on others.</p>	<p>Know what enterprise means for work and society.</p>	<p>including medicines, alcohol and tobacco).</p> <p>Understand that increased independence comes with increased responsibility in keeping safe. Know different influences on behaviour including peer pressure and media. Know how to resist unhelpful pressure and ask for help. Understand the right they have to protect their body (FGM). Know where to get help advice and support.</p>	<p>Recognise when a relationship is unhealthy. Know that marriage and civil partnership is between two people who willingly agree. Know that forced marriage is illegal and the importance of speaking out about this issue. Know how to judge if physical contact is un/acceptable and how to respond if they are about uncomfortable. Understand the importance of keeping personal boundaries and privacy.</p>	<p>Know about roles and responsibilities of parents and carers.</p>
Skills	<p><u>Skills of Enquiry</u> Evaluating social norms Analysis including separating fact from opinion <u>Intrapersonal</u> Setting challenging personal goals Learning from experience to seek out feedback</p>	<p><u>Interpersonal</u> Active listening Empathy Responding to the need for positive affirmation for self and others <u>Intrapersonal</u> Resilience Self-regulation Recognising and managing the need for peer approval</p>	<p><u>Skills of Enquiry</u> Formulating questions Gathering and using data Recalling and applying knowledge creatively and in novel situations Reviewing progress against objectives <u>Interpersonal</u> Team working Communication</p>	<p><u>Skills of Enquiry</u> Evaluating social norms Drawing and defending conclusions using evidence <u>Intrapersonal</u> Critical, constructive self-reflection Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking</p>	<p><u>Interpersonal</u> Recognising and utilising strategies for managing pressure, persuasion and coercion Communication Negotiation <u>Intrapersonal</u> Making Decisions</p>	<p><u>Intrapersonal</u> Resilience Recognising and managing the need for peer approval <u>Interpersonal</u> Recognising and utilising strategies for managing pressure, persuasion and coercion <u>Skills of Enquiry</u> Evaluating social norms</p>