

Camelford Primary School Skills Progression

RSE and PSHE Pathway

Subject Lead: G.Smyth

The PSHE pathway shows clearly what the pupils will be learning as they progress on their journey at Camelford Primary School.

At Camelford Primary School we work on a 2-year rolling programme – Year A starting Sept 2022.

The table below includes the subject coverage which details when in the year the specific topics/areas are taught. These areas have been identified by the school team from the National Curriculum and beyond – ensuring they are relevant for the pupils at Camelford Primary School and are linked to different threads within each term.

The following documents detail the National Curriculum statements and the progression of skills within each of the given topic areas.

Each progression of skills document shows expectations for ‘Working Towards’, ‘Working At’ and ‘Working Beyond’ the expected for that subject area.

How should this be used to help plan learning opportunities?

	Autumn	Christmas	Spring		Summer	
	Autumn (10 weeks) Rebellion and Invasion: Humanities focus	Christmas (3wks) <i>Performance focus</i>	Spring 1 (5 wks) Civilization/British Values <i>Humanities focus</i>	Spring 2 (5 wks) Environmental Warrior <i>Science/school ethos focus</i>	Summer 1 (5 wks) Our community/Our World <i>Humanities focus</i>	Summer 2 (5 wks) Evolution of Man <i>Science focus</i>
Nursery	N1: I can follow some routines and I am beginning to understand our School Promises. Pictures, role play and discussions to introduce the School Promises: We are Safe~ We are Ready~ We are Respectful. Class reward system. <i>(Links to R1)</i>	N2: I can talk about our Early Years logo: ‘We are Busy Learners in the Have a Go Club.’ I am beginning to understand what it means to be resilient, creative and independent. Discussion of visuals, role play and use of words in all contexts. Class reward system. <i>(Links to R2)</i> N3: I can talk openly about my own needs, wants, interests and opinions. Circle time.	N4: I can start a game or an activity and ask others to join in. Busy Learning Time. <i>(Links to R3)</i>	N5: I can take turns with my friends. Circle time/ Role Play. <i>(Links to R3)</i>	N6: I can say how I feel. Puppets/Role play/ Circle time. <i>(Links to R5)</i>	I can see how others feel and react appropriately. Role play/ Circle time. <i>(Links to R5)</i>
Reception	R1: I know the school promises and I understand the class behaviour chart. Stories/ role play/ discussion/ illustration of each of the 3 school promises; We are Safe~ We are Ready~ We are Respectful.	R2: I can talk about our Early Years logo: ‘We are Busy Learners in the Have a Go Club.’ I understand what it means to be resilient, creative and independent. Visuals for Early Years Logo. R2: I can listen and respond to what others say. Show and Tell and question and answer with Focus Child	R3: I can work as part of a group. Turn taking with games and puzzles.	R4: I know why it is important to stay safe, and ways that I can do this. Stranger Danger posters.	R5: I can talk about how I show my feelings and how my friends show their feelings too. Draw faces in sand/ glitter/ flour.	R6: I can listen to my friends’ suggestions and plan how to achieve an outcome without adult help. Collaborate in a small group challenge to build a Man Engine.
Years 1/2 A	Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Wellbeing in my world
Years 1/2 B	Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Wellbeing in my world- Wonderful me
Years 3/4 A	Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Wellbeing in my world – Getting to know me
Years 3/4 B	Family and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Wellbeing in my world – My place in the world
Years 5/6 A	Family and relationships	Health and Wellbeing	Citizenship	Safety and the changing body	Economic Wellbeing	Identity
Years 5/6 B	Family and relationships	Health and Wellbeing	Citizenship	Safety and the changing body	Economic Wellbeing	Wellbeing: wonderful me

Teachers and subject leads must ensure that they use the progression statement to guide their planning, teaching and assessment. The 3 levels of attainment should be used to pitch the lesson and success criteria accurately; challenging pupils where appropriate with ‘Working Beyond’ and supporting others with ‘Working Towards criteria’. However, due to our mixed age classes at Camelford, teachers must use their professional judgement by using the Working Towards and Working Beyond criteria when planning and setting learning opportunities.

How can this be used by subject leads and SLT?

Implemented from March 2022

Camelford Primary School Skills Progression

Subject leads and SLT should use the progression of skills and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that lessons are pitched to the right level ensuring maximum challenge. The journey of a child throughout the school (starting from Year 1 rotation A) should be carefully monitored to ensure their learning is progressive and varied.

Camelford Primary School Skills Progression

National Curriculum 2014 Key Stage 1 RSE and PSHE	
Subject Content: ▪ Family and relationships ▪ Health and wellbeing ▪ Safety and the changing body ▪ Citizenship ▪ Economic wellbeing ▪ Wellbeing This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: • Section 80A of the Education Act 2002 • Children and Social Work Act 2017 • The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 • Equality Act 2010 • DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ • DfE (2013) ‘Science programmes of study: key stages 1 and 2’ • DfE (2021) ‘Teaching about relationships, sex and health’	
National Curriculum 2014 Key Stage 1	
Statutory Learning Intentions - pupils should be taught about:	CPS chosen areas of study:
▪ PSHE non statutory ▪ RSE statutory	▪ Family and relationships ▪ Health and wellbeing ▪ Safety and the changing body ▪ Citizenship ▪ Economic wellbeing ▪ Wellbeing

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards Expect of Lower Year Group	Working At Expected for Higher Year Group	Working Beyond	Vocabulary
Year 1/2 A	Autumn 1 (6 Weeks)	Family and relationships		Understanding that families look after us Understanding the importance and characteristics of positive friendships. Recognising how others show feelings and how to respond Understanding how friendships can make us feel. Understanding that friendships can have problems, but we can overcome them. Understanding that being friendly to others makes them feel welcome and included. Understanding what is meant by a stereotype	Understands that families can include a range of people.	Understands that families can include a range of people. Understands what people like to do with friends and who their own friends are. Can describe what people might look like if they are feeling: angry, scared, upset, worried. Can identify ways of responding to this by either offering help or giving them space. Understands the skills needed to work together in a group. Understands that friendships have problems and ways that these problems can be overcome. Understands how the actions of others can affect people. Can explain what a stereotype is.	Understands how different members of a family are related to each other. Understands what makes a good friend. Understands that all feelings are normal and has the ability to articulate this. Can identify exactly what emotion someone might be feeling and recognises what approach may work best to help them. Understands the benefits of working with different people. Understands that friendships have problems and that there are a range of solutions to help solve these problems, including asking an adult for help. Understands why people behave the way they do and how this might impact on others. Can explain why stereotypes are often incorrect and giving examples.	Behaviour, care, emotions, family, feeling, friend, friendly, problem, stereotype
Year 1/2 A	Autumn 2 (6 Weeks)	Health and wellbeing		Describing and understanding their feelings, developing simple strategies for managing them Recognising and celebrating their strengths and set simple but challenging goals Understanding the benefits of physical activity and rest	Can recognise something they want to get better at.	Using appropriate vocabulary to describe how they feel and recognising what these different feelings might look like and feel like. Describing situations which may provoke certain feelings. Can describe their qualities and strengths. Can recognise something they want to get better at. Can describe their bedtime routine and why sleep is important.	Identifying and describing their own feelings as well as other people's. The ability to recognise what situations may provoke different emotions and suggest different ways of managing these feelings. Understands and describing what they are like and how they would like to improve. Can identify ways to improve, including breaking these down into small, easily recognisable steps to keep themselves motivated.	Allergy, emotions, feelings, germs, qualities, relax

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards Expect of Lower Year Group	Working At Expected for Higher Year Group	Working Beyond	Vocabulary
				Knowing how to relax in different ways Understanding that friendships can have problems, but we can overcome them Understanding the risks associated with the sun Understanding allergies Understanding that there are people in the local community who help to keep us healthy		Can explain how rest and relaxation affects our bodies, including mental functions. Can identify scenarios or thinking of examples where they could use relaxation to help manage difficult emotions. Understands that friendships have problems and ways that these problems can be overcome. Knows the three things they need to do when out in the sun to keep safe. Knows people can be allergic to certain things and how to help with an allergic reaction. Understands that there are a range of people who help to keep us healthy.	Detailing why each part of their bedtime routine prepares them for sleep. Understands how sleep or lack of it can affect them. Can articulate a range of different ways to relax and understands the impact of these on the body and mind. Can suggest how to adapt relaxation techniques according to their situation, taking into consideration: their environment, people around them, their feelings, their strength of feeling, etc. Understands that friendships have problems and that there are a range of solutions to help solve these problems, including asking an adult for help. Knows the five things they need to do when in the sun to keep safe and be able to explain why. Knows that allergens are not always obvious in foods and that potentially allergenic ingredients can be found in bold on food packaging. Understands some of the things these people do to help keep us healthy.	
Year 1/2 A	Spring 1 (6 Weeks)	Safety and the changing body		Knowing how to respond to adults in a safe and familiar context. Understanding how to respond to adults in a range of situations Understanding what to do if you get lost. Knowing what is an emergency and to make a phone call if needed.	Knows that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.	Knows a number of adults in school. Knows that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. Understands ways to keep safe and not get lost as well as steps to take if they do get lost.	Knows how to speak to adults in school. Knows that the way they talk to adults changes depending on the situation. Understands who are the safest adults that they can ask for help if they were to get lost. Knows the number to call in an emergency, ability to select the correct emergency service required and knows their own address including postcode.	accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards Expect of Lower Year Group	Working At Expected for Higher Year Group	Working Beyond	Vocabulary
				Understanding the difference between acceptable and unacceptable physical contact. Understanding what is safe to put into or onto our bodies. Understanding that there are dangers at home and how these can be avoided. Understanding that there are people in the local community who help to keep us safe.		Knows the number for the emergency services and their own address. Understands that some physical contact is never acceptable. Understands what goes into or onto the body and when they should check with an adult. Understands that there are hazards in houses and how these can be avoided. Understands that people do jobs which help keep us safe and what some of those jobs are.	Understands that different people have different opinions on some types of physical contact. Understands why some things should not go into or onto our bodies and how to safely store substances which might be dangerous to put into or onto our body. Greater understanding of how hazards can be avoided or reduced and knowing what to do if an accident occurs at home. Understands how we can help people to keep us safe by behaving in an appropriate way.	
Year 1/2 A	Spring 2 (6 Weeks)	Citizenship		Understanding the importance of rules Understanding that animals have different needs and how to care for them Understanding the needs of babies and young children. Beginning to recognise ways in which we are the same and different to other people Understanding the range of groups people belong to Understanding how democracy works.	Understands the rules in the classroom and school and why these are important.	Understands the rules in the classroom and school and why these are important. Understands that different animals need different types of care. Understands some of the needs of babies and young children. Understands some similarities and differences between themselves and others. Understands that we all belong to different groups and can identify some groups they belong to. Understands that voting is a fair way to make a decision which affects a lot of people.	Can recognise the consequences of not having rules or not following rules. Understands that some pets are more suitable for different types of people and homes. Can recognise the changing needs of babies and young children. Can recognise the value of differences and how these make each of us unique. Understands that some groups we just belong to and others we choose. Understands the positives and negatives of different ways of making choices.	Care, democracy, different, fair, respect, responsibility, pet, rule, similar, unique, vote

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards Expect of Lower Year Group	Working At Expected for Higher Year Group	Working Beyond	Vocabulary
Year 1/2 A	Summer 1 (6 Weeks)	Economic wellbeing		Understanding what money is and where it comes from. Understanding how to keep cash safe Understanding the benefits of banks and building societies. Understanding that people make different choices about spending and saving money. Understanding some of the jobs that exist in my school	Understands how children might get money.	Understands how children might get money. Understands different ways to keep money safe. Understands the role of banks and building societies. Understands that people can make different choices about spending or saving. Understands the range of jobs that exist in school and that different skills are needed for these jobs.	Understands why some ways of getting money are wrong. Understands that different ways to keep money safe are appropriate in different situations. Understands the advantages of having a savings account. Understands what might influence choices to spend or save. Understands that some skills are needed for a range of jobs.	Banks and building societies, cash, earn, save, skill, spend, value
Year 1/2 A	Summer 2 (6 Weeks)	Wellbeing in my world		Wonderful me- understand my feelings. People around me –special people. Resilience – people to turn to. Meaning and purpose – What am I like. Healthy body, healthy brain – Ready for bed. Relaxation – muscle relaxation Transition		Assessment objective recapped		
Year 1/2 B	Autumn 1 (6 Weeks)	Family and relationships		Understanding the role of the family in their lives. Understanding the range of families, they may encounter now and in the future. Recognising how others show feelings in different ways and how to respond.	Understands that families offer care, love and support for each other.	Understands that families offer care, love and support for each other. Understands that there are different families made up of different people. Can describe what someone else might be thinking and feeling.	Understands that families’ ways of offering care, love and support may be different and that other people beyond our immediate family may also provide that for us. Understands how we show respect for difference.	Friendship, love, manners

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Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards Expect of Lower Year Group	Working At Expected for Higher Year Group	Working Beyond	Vocabulary
				Understanding that some friendships might make us feel unhappy and how to deal with this. Understanding the conventions of courtesy and manners. Understanding how loss and change can affect us. Developing an understands of stereotypes and how these might affect job/career choices.		Can recognise that issues can arise in friendships, and which are the more serious issues. Understands the need for good manners. Understands how remembering people or events can make us feel. Understands that we can have stereotypes about the jobs different genders might do.	Can use a more developed range of vocabulary to describe how other people might be feeling and understands how these can represent a mix of emotions. Can empathise with other people, explaining why they might think or feel differently. Can recognise different issues in friendships and know what to do in these situations. Understands that manners and behaviour change in certain situations. Understands the importance of having memories and how objects can help us remember. Can explain why stereotypes about jobs are incorrect and ways that they can challenge stereotypes.	
Year 1/2 B	Autumn 2 (6 Weeks)	Health and wellbeing		Describe a range of feelings and develop simple strategies for managing them. Understanding the benefits of physical activity. Using breathing exercises to relax. Identifying strategies to help overcome barriers or manage difficult emotions, Developing a growth mindset.	Can describe energetic physical activities that they enjoy.	Can use multiple colours to show how they can feel more than one emotion at a time. Can describe how they would feel in a particular situation and understands that not everyone feels the same. Understands how physical activity affects their body and knowing it helps to keep their mind healthy too. Can describe the positive effects of relaxation and knowing there are different ways to relax. Knows how to use breathing exercises to relax.	Shows empathy by describing how someone else might be feeling based on their experience. Draws on their own experiences and makes links between what they feel and other people's emotions. Can explain why different people feel different things. Can describe a range of physical activities that help keep them healthy as well as recognising when these are more/less energetic. Can describe the positive impact of exercise on mental health and positivity. Understands and can describe how exercise and relaxation can affect the body and is starting to understand how different emotions can cause similar	Diet, exercise, goal, growth mindsets, healthy, physical activity, relaxation, skill, strength.

Camelford Primary School Skills Progression

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				Understanding what it means to have a healthy diet. Understanding ways of looking after our teeth.		Can recognise and describe what they are good at and what skills they would like to develop. Can create a complete ladder detailing achievable steps which work towards their goal. Can explain what a growth mindset is and using strategies to help stay calm during the tricky challenges. Can explain that a healthy diet is when we eat a balance of the right foods and describing some of the consequences that may arise from poor diet choices. Stating what ingredients, they can see on a dish and comparing them with the food pyramid. Understands what helps to keep teeth healthy.	effects. They know a range of relaxation techniques, including breathing exercises, and can suggest when they might be useful. Can describe what they are good at as well as providing examples of how they know this. Can identify what they would like to get better at and quickly suggesting small steps which will work towards this goal. Can explain what a growth mindset looks like in different contexts. Can suggest and use a variety of strategies to help keep calm during the tricky challenges. Can focus on their own improvement rather than comparing it to other peoples’. Can identify and describe why a dish might not be healthy or have balance, with acknowledgement to the different food groups. Suggesting additional, alternative or the removal of ingredients to improve a dish. Understands what is healthy for teeth and what is unhealthy for teeth.	
Year 1/2 B	Spring 1 (6 Weeks)	Safety and the changing body		Understanding what the Internet is and how it can help us Understanding how to stay safe when using the internet Understanding the difference between secrets and surprises. Understanding the concept of privacy and the correct vocabulary for body parts.	An understanding of the ways that the Internet can be used to help us.	An understanding of the ways that the Internet can be used to help us. Creating a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. Understands what a secret is and what a surprise is. Knows the name of parts of the body including those of the private parts for their gender.	An understanding that while there are many benefits to the internet, sometimes there can be better ways to do things ‘offline’. Demonstrating a comprehensive understanding of the dangers online and how to stay safe online. Can use word processing skills to demonstrate confident digital literacy skills. Understands the difference between a secret and a surprise.	Medicine, pedestrian, private, secret, surprise, penis, testicles, vulva, vagina

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards Expect of Lower Year Group	Working At Expected for Higher Year Group	Working Beyond	Vocabulary
				Understanding safe and unsafe touches. Understanding ways to keep safe on and near roads. Understanding how to stay safe with medicines.		Is able to explain the PANTS rule. Understands how to keep safe near roads. Can explain the rules for crossing the road. Understands when we should take medicines and other things which can help us feel better when we're unwell.	Knows a wider range of body parts and using the correct names for private parts for both genders. Can explain the difference between safe and unsafe touches. Understands how to keep safe in a range of different situations where there is traffic. Can name safer places to cross the road and explaining the rules for crossing safely. Understands when we should take medicines and how to say no if someone offers us medicines which are not for us.	
Year 1/2 B	Spring 2 (6 Weeks)	Citizenship		Understanding the importance of rules Understanding ways to look after the school environment Recognising the role people play in looking after the environment Understanding the roles people have in the community. Recognising similarities and differences between people in the local community. Understanding how democracy works in school. Understanding ways to share an opinion	Understands that different rules apply in different situations.	Understands what makes a good school environment and how everyone has a responsibility to maintain it. Understands some jobs people do to keep the local environment pleasant. Understands the roles people have in the local community. Understands that everyone has similarities and differences, and these should be respected. Understands how the school council works. Understands that we can share our opinions on things which matter to us.	Understands how rules are made in different situations. Understands the school environment, how it can be improved and how they can play a part in this improvement. Understands the roles various people take to look after the local environment and why some people volunteer to help. Understands the impact of these roles not being fulfilled. Understands that different people contribute different things to the local community. Understands how our ideas and opinions can help to change something.	Election, environment, identity, job, opinion, rule, school council, volunteer, vote

Camelford Primary School Skills Progression

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Year 1/2 B	Summer 1 (6 Weeks)	Economic wellbeing		Understanding where money comes from Understanding the difference between wants and needs. Understanding how saving can help us to buy the things we want. Understand that banks look after money and the benefits of bank accounts. Understanding that skills and interests will help someone decide what job to do	Understands things that are needs and things that are wants.	Understands where money comes from. Understands things that are needs and things that are wants. Understands that saving might be necessary to buy the things we want. Understands that banks are a safe place to keep money and some of the things you should consider when choosing a bank account. Understands that different jobs need different skills.	Understands why some sources of money are more reliable than others. Can describe the difference between a want and need. Understands that people have different attitudes to saving. Understands why certain features of bank accounts a benefit to the customer are. Understands that people skills and interests will influence the job the decide to do.	Coins, needs, notes, priority, want
Year 1/2 B	Summer 2 (6 Weeks)	Wellbeing – wonderful me		Wellbeing Looking out Wonderful me- experience different feelings People around me –Other people’s feelings Meaning and purpose – steps to success Resilience –developing a growth mindset Healthy body, heathy brain – being active Relaxation – breathing Transition		Assessment objective recapped		

Camelford Primary School Skills Progression

National Curriculum 2014 Key Stage 2 RSE and PSHE

Subject Content:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Wellbeing

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
- DfE (2013) ‘Science programmes of study: key stages 1 and 2’
- DfE (2021) ‘Teaching about relationships, sex and health’

National Curriculum 2014 Key Stage 2

Statutory Learning Intentions - pupils should be taught about:	CPS chosen areas of study:
▪ PSHE non statutory ▪ RSE statutory	▪ Family and relationships ▪ Health and wellbeing ▪ Safety and the changing body ▪ Citizenship ▪ Economic wellbeing ▪ Wellbeing

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
Year 3/4 A	Autumn 1 (6 Weeks)	Family and relationships		Understanding that families love and support each other but sometimes problems can occur and help is available if needed. Understanding that friendships have ups and downs and that problems can be resolved. Understanding the impact of bullying. Listening and communicate effectively Understanding why trust is an important part of positive relationships. Understanding the differences between people and why it is important to respect these differences. Recognising that stereotypes are present in everyday life. Recognising that stereotypes exist based on a number of factors.	Can understand that families love and support each other but sometimes problems can occur and help is available if needed	Can understand that families love and support each other but sometimes problems can occur and help is available if needed. Understands that problems occur in friendships and that violence is never right. Understands what bullying is and what to do if it happens. Understands how to show that you are listening and describing what a good listener is. Understands who they trust and why. Understands the similarities and differences there can exist between people and how to show respect for those who are different. Understands how toys can reinforce gender stereotypes. Understands that stereotypes arise from a range of factors, including some of those associated with age.	Understands that some problems are easily sorted and that others may need additional help. Understands that problems can in some cases strengthen friendships. Understands what bullying is and its impact on the victim. Can give examples of specific things a good listener would say or do. Understands that trust can be broken or sometimes needs to be earned and how to deal with these situations. Understands that similarities and differences might not be visible and ability to explain how differences can be a positive thing. Understands why stereotypes can be negative. Understands that stereotypes are unfair and beginning to understand what discrimination is.	Bullying, solve, community, sympathy, empathy, trust, open questions, similar
Year 3/4 A	Autumn 2 (6 Weeks)	Health and wellbeing		Understanding and plan for a healthy lifestyle including physical activity, rest and diet Performing a range of relaxation stretches. Understanding the different aspects of identity. Identifying my own strengths and begin to see how they can affect others. Breaking down barriers into smaller, achievable goals.	Can describe what they are good at and what they enjoy as well as naming groups or communities they are a part of.	Creating a healthy diary, where energetic activities and high energy food are scheduled for the same day. Stretching to relax their muscles. Can describe how relaxation affects the body. Can describe what they are good at and what they enjoy as well as naming groups or communities they are a part of. Can identify their own strengths and that they can help other people.	Can describe how different food groups affect the body and can give a variety of examples for each. Can describe when to use different relaxation techniques and understanding the positive impact on the body. Independently naming a wide range of groups and communities they are a part of. Can describe how what they like, what they are good at, which groups they are member of all contribute to who they are (their identity).	Alone, balance, barriers, belonging, identity, lonely, resilience

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				Understanding the benefits of healthy eating and dental health		Can describe how they would break a problem down into small, achievable goals. Can describe what is meant by a healthy, balanced diet and naming the different food groups. Can explain how to take care of your teeth.	Can describe their strengths and the strengths of others, giving examples. Can describe how they would use their strengths to help other people. Can describe how they would break a problem down into small, achievable goals. Adding notes to describe anything else they should look out for in order to be prepared. Can describe the effects of different food groups on the body and understanding that all are necessary for a healthy body and mind. Can describe how an unhealthy diet might affect your concentration and energy levels. Can explain the importance of looking after your teeth and how this can be achieved through diet, hydration, and brushing.	
Year 3/4 A	Spring 1 (6 Weeks)	Safety and the changing body		Understanding the role they can take in emergency situation Understanding how to help if someone has been stung or bitten. Understanding the importance of being kind online and what this looks like. Understanding that cyberbullying involves being unkind online. Understanding that not all emails are genuine. Understanding the choices people can make and those which are made by others.	Understands it is most important to ensure the safety of myself and others when faced with an emergency.	Understands it is most important to ensure the safety of myself and others when faced with an emergency situation. ensure the safety of themselves and others. Can write an email with instructions written using positive language. Creating a decision tree showing how to deal with unkind online behaviour and cyberbullying. Sending an email which describes some of the best ways to avoid being tricked by fake emails. Understands choices that they can make and those which are made for them. Understands the influence people we know might have on us and beginning to recognise this influence might not always be positive.	Understands it is most important to ensure the safety of myself and others when faced with an emergency. ensure the safety of themselves and others. Can use editing tools within Gmail to add images and alter text appearance. Indicating that they recognise that bullying behaviour could come from anyone, even themselves. Can explain in their email how to avoid scammers, showing a clear understanding of how to avoid phishing emails and other fake emails. Can explain why they can make some choices and others are made for them.	Allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decisions, distraction, fake, influence, injuries

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				Beginning to recognise who and what influence our decisions.		Can explain rules for keeping safe near roads.	Understands that influences can also come from outside people we know e.g. media personalities and to begin to understand how to deal with these.	
Year 3/4 A	Spring 2 (6 Weeks)	Citizenship		Understanding the UN convention on the rights of the child Understanding the responsibilities of both children and adults to help all children benefit from their rights. Understanding the environmental benefits of recycling. Understanding the groups which make up the community. Understanding that charities care for others and how people can support them. Understanding how democracy works in the local area. Understanding why we have rules and the consequences of breaking rules at school and home.	Understands that children have rights and how these benefit them.	Understands that children have rights and how these benefit them. Understands the responsibilities adults have for supporting children's rights. Understands the benefits of recycling. Knows that there are different groups within the local community and how they use community buildings/places. Understands how charities support the local community and how people can help. Understands how democracy works locally and how this affects our lives. Understands the need for rules and the reason for having consequences of breaking rules.	Understands how they benefit from rights, but this is not the case for all children and why this might be. Understands their own responsibilities to support the rights of other children. Understands a greater range of benefits of recycling and able to use this information to encourage others to recycle. Understands how groups relate to each other and the impact if they were not there. Understands why people might choose to support a particular charity and other ways to support apart from giving money. Understands how decisions are made by councillors. Understands that breaking rules has consequences and explaining if these are fair or not.	Charity, community, consequence, council, councillor, law, recycling, rights, united nations - UN
Year 3/4 A	Summer 1 (6 Weeks)	Economic wellbeing		Understanding the different ways to pay for things and why people might choose them. Understanding how to put together a budget. Recognising that money has an impact on how we feel. Beginning to recognise how ethics can influence our spending decisions. Understanding that there are a range of jobs available and to think about what they might want to do.	Understands the different ways to pay and that money is needed for all of them.	Understands the different ways to pay and that money is needed for all of them. Understands how to create a simple budget. Understands how situations involving money can affect our feelings. Understands that a range of things might influence our spending decisions. Understands that a wide range of jobs are available and that skills and interest lead people to certain jobs.	Understands why people might make different choices about how to pay. Understands how to put money aside for larger items and understanding that people have different views on spending and saving. Understands how we might be able to change our feelings to negative situations involving money. Understands the impact our spending choices can have on others.	Economic, budget, expenses, feelings, qualification, stereotype

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				Understanding that there are stereotypes in the workplace and these should not limit people's career aspirations.		Understands that stereotypes sometimes exist about the jobs people do but these should not limit anyone.	Understands that our job/career choices might change as we get older. Understands why stereotypes have developed and that these should not affect people's career choices.	
Year 3/4 A	Summer 2 (6 Weeks)	Wellbeing		Wonderful me! Who am I? People around me: Communication Meaning and purpose: My Superpower Resilience: Breaking down barriers Healthy Body, Healthy brain, My Healthy Diary Relaxation: Stretches Transition Lesson	I can identify what I am looking forward to next year	I can identify what I am looking forward to next year. I can reflect on the changes I would like to make next year and can describe how to go about too.	I can explain the changes I am looking forward to next year, and I can identify which changes are within my control. I can consider and prioritise the changes I would like to make next year and can plan the approaches I will use to tackle these changes.	
Year 3/4 B	Autumn 1 (6 Weeks)	Family and relationships		Developing understanding of courtesy and manners in a range of situations. Understanding the physical and emotional boundaries in friendships. Understanding that my behaviour can have an impact on others. Understanding the impact of bullying and the responsibility of bystanders to help. Exploring stereotypes in fictional characters and think about how these might influence us. Recognising that stereotypes can relate a number of factors.	Understands that manners vary in different situations.	Understands some boundaries in friendships, both physical and expectations from friendships. Understands that what they do and say has an effect on other people. Understands the impact of bullying and the role bystanders can take. Can recognise male and female stereotyped characters. Understands that stereotypes about disabilities are usually untrue. Understands that families are all different and they offer each other support but sometimes they can experience problems	Understands how manners are part of respecting people and thinking about the positions of authority people might hold and why we should show respect for these. Also has understanding that different people have different boundaries in friendships and these may even change depending on how people are feeling. Can suggest ways of making a number of people around them happy, based on what other people like or think about. Understands why someone may become a bully and that they might need help and support as well as the victim. Understands how stereotypes can be a negative influence on children. Understands that stereotypes can have a negative effect on individuals, and they should be challenged.	Acts of kindness, authority, bereavement, boundaries, bystander, permission

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				Understanding that families are very varied, in this country and across the world Exploring how we can help following a bereavement		Understands what a bereavement is and how they can help someone.	Understands that some problems are easily sorted and that others might need additional help. Understands what might help following a bereavement and what might be less helpful.	
Year 3/4 B	Autumn 2 (6 Weeks)	Health and wellbeing		Understanding how we can look after our teeth. Understanding what relaxation feels like, Understanding that relaxation techniques can be used anywhere Developing a growth mindset and understand that mistakes are useful. Identifying my own strengths and begin to see how they can affect others. Identifying what's important to me and take responsibility for my own Happiness. Understanding a range of emotions. Understanding what mental health is and who can help if I need it.	Can describe a calm place that helps them to feel relaxed.	Is able to identify and share key facts about dental health. Can describe how they feel when they make a mistake and explaining what can be learned from making mistakes. Can write or describing their strengths and how they could use these in school. Can describe what things make them happy and suggesting ways they could help work towards this as a goal. Can explain that there are some things they can control and some things they can not. Understands the range of emotions we can experience. Understands what mental health is and that sometimes people might need help.	Is able to identify and share key facts about dental health clearly and persuasively. Can use calming intonation and expression to describe their calm place. Can describe how it feels when they are relaxed. Can articulate how different lessons can be learned from making mistakes. Celebrating mistakes by understanding how important they are. Can recognise and describing how failure feels and suggesting strategies to overcome or manage these feelings. Can give plenty of examples of their strengths and how they would be relevant to a specific role in school. Can describe how doing these jobs would affect other people. Understands the range of emotions and when these might occur. Understands what mental health is and some of the feelings people with mental ill-health might experience.	Fluoride, mental health, negative emotions, positive emotions, visualise
Year 3/4 B	Spring 1 (6 Weeks)	Safety and the changing body		Understanding that age restrictions are designed to protect us. Understanding the benefits and risks of sharing material online. Understanding how to help someone with asthma.	Understands how quickly information can spread on the internet and some of the risks associated with that.	Understands the reasons for legal age restrictions. Can identify a casualty who is having an asthma attack. Understands the difference between private and public, and secrets and surprises.	Understands the reasons for age restrictions for different activities and can articulate sensible and persuasive opinions about the suitability of some age restrictions.	Age restrictions, asthma, law, protect, puberty, public, tobacco, breasts, genitals

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement and Focus	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				Developing understanding of privacy and the difference between secrets and surprises. Understanding that not all information search engines is valuable. Recognising that change is part of growing up. Recognising the physical differences between children and adults. Understanding the risks of smoking and the benefits of being a non smoker.		Can demonstrate an understanding of how search engines work and whether information is useful. Understands the changes they have already gone through and aware of some changes to come. These may be limited to certain areas e.g. physical changes. Understands that they will change physically as they develop into adults. Understands some of the risks of smoking and some of the benefits of being a non-smoker.	Understands some of the longer-term risks of sharing information online and the people and organisations that are able to offer support and advice if something upsets them while online. Can identify a casualty who is having an asthma attack, understand when to seek medical help for a casualty who is choking. Understands that things we keep private are not necessarily secrets and how private and secret are different. An understanding that search engines use our data to target searches and show us information that is most suited to us. Understands that changes are different for males and females and that male and female adults have differences.	
Year 3/4 B	Spring 2 (6 Weeks)	Citizenship		Understanding the Human Rights convention. Understanding how reusing items benefits the environment. Understanding the role of groups in the wider community. Understanding the contribution groups make to a community. Understanding the value of diversity in community. Developing an understanding of the role of local government.	Understands how reusing items benefits the environment.	Understands what human rights are and why they are important. Understands how reusing items benefits the environment. Understands the range of groups which exist in the wider community. Understands how community groups can focus on different areas of interest. Understands that diversity supports a community to work effectively. Understands the role of local councillors.	Understands how human rights are protected and how people can bring about change if necessary. Understands why reusing is more environmentally friendly than recycling and some of the additional benefits reusing items. Understands why people set up or join community groups. Understands the impact groups can have in a local community. Understands that change and diversity can bring both challenges and benefits to a community. Understands that councillors have to balance looking after local residents and the needs of the council.	Authority, cabinet, council office, diversity, human rights, local government, protect, re-use

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
Year 3/4 B	Summer 1 (6 Weeks)	Economic wellbeing		Understanding what makes something good value for money. Understanding the importance of keeping track of money. Understanding ways money can be lost and how this makes people feel. Understanding that people's decisions about their careers can be influenced by a variety of things. Understanding that many people will have more than one job or career.	Understands how to keep track of money and why this is important.	An understanding of the factors which can make something good value for money, as well as other factors which affect purchasing decisions. Understands how to keep track of money and why this is important. Understands ways in which we can lose money and the range of feelings associated with losing money. Understands that there are a range of influences on job choices and that these can be positive or negative. Understands that people can change their job.	An understanding that different people view different things as representing good value for money. Understands some of the reasons why money may not be accounted for. Understands that feelings on losing money might change depending on the circumstances. Understands that negative influences can be overcome. Understands some of the reasons why people might change their job and how new jobs might be developed.	Bank balance, bank statement, career, debit card
Year 3/4 B	Summer 2 (6 Weeks)	Wellbeing		Wonderful me, my happiness People around me: A positive difference Meaning and purpose: My Role Resilience: Celebrating mistakes Healthy Body, Healthy brain, dental health Relaxation: visualisation Transition Lesson		Assessment objective recapped		
Year 5/6 A	Autumn 1 (6 Weeks)	Family and relationships		Understanding how to form and maintain positive relationships. Exploring the ups and downs of friendships. Understanding the concept of Marriage. Understanding self-respect. Understanding that family relationships can sometimes make children feel unhappy and what	Can describe what qualities a good friend should have and recognising which of these they have and which they could develop.	Can recognise that friendships have ups and downs and this is normal. Understands what marriage is and that it is a choice people make. Understands that we all have a range of attributes that make us who we are and we should be proud of these. Understands that sometimes families can make children feel unhappy or unsafe.	Can describe a set of instructions on how to create a friend. Can explain what qualities a good friend should have and why, as well as recognising which of these qualities they currently possess and which they should develop- and setting themselves a goal on how to achieve this. Understands how issues in friendships may strengthen them in the long term. Has an understanding of different types of marriage and why people might decide to get married or not.	Attributes, cyberbullying, marriage, secret, wedding

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				they can do if this happens. Understanding more about bullying how to get help. Recognising how attitudes to gender changed over time. Exploring the impact of stereotypes how they can lead to discrimination		Understands why someone might bully others. Understands that attitudes and laws around gender equality have changed over time. Understands that stereotypes exist and these can lead to discrimination.	Understands how knowing ourselves can help us have respect for ourselves and lead us to make decisions and choices that will help to make us happy. Understands that asking for help is the right thing to do even if it is difficult. Understands the impact of bullying behaviour on the victim, perpetrator and bystanders. Can recognise the impact of changes and also that there are still things which need to be addressed. Can begin to recognise stereotyping behaviours and the impact of discrimination.	
Year 5/6 A	Autumn 2 (6 Weeks)	Health and wellbeing		Using yoga poses and breathing to relax. Understanding the benefits of sleep. Understanding the purpose of failure. Learn how to set short-term, medium term and long-term goals. Taking responsibility for their own feelings and actions and to use vocabulary to describe these. Understanding and be able to plan healthy meals. Understanding risks associated with sun and how these can be avoided, t Protection.	Can describe how they can get a good night’s sleep and why this is important.	Can follow the instructions from the video, performing some of the yoga poses and describing how yoga makes them feel. Can describe how they can get a good night’s sleep and why this is important. Can describe why you should embrace failure. Can describe a strategy to help manage their feelings of failure and to help them to persevere. Can set themselves goals and consider how they will achieve them. Can describe a range of feelings and two possible ways of dealing with a difficult situation. Can demonstrate an understanding of what calories are and how to use them to help plan healthy meals. Can recognise the food groups and acknowledging that having a variety of food on their dishes is important to achieving a balanced and healthy diet.	Can follow the instructions from the video, performing a range of yoga poses, describe when and where they could, steps perform yoga activities and the positive effects this activity has upon us. Can describe a variety of ways they can improve their quality of sleep and explaining why it is important to their mental and physical wellbeing. Can describe how they can embrace failure in different areas of their life. Can describe different strategies to help manage the feelings of failure to help them to persevere. Can give multiple examples of how to respond to a situation and the consequences of each of these. Can relate situations to those they themselves have experienced. Can describe the benefits of each of the food groups on their plate, with an understanding of how calories correlate to their category. Working out the calories of a dish independently and applying this to a daily allowance to see the remainder.	Fail, protect, responsibility, steps

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
						Understands how to keep safe in the sun and some of the risks now and in the future if they don't.		
Year 5/6 A	Spring 1 (6 Weeks)	Citizenship		Understanding what happens when law is broken. Exploring the links between rights and responsibilities. Understanding how reducing our use of materials and energy will help environment Understanding how we recognise and value the contribution people make to community. Recognising the role of pressure Groups. Understanding how parliament Works.	Understands what happens when someone breaks the law.	Understands what rights are and that freedom of expression is one of these rights. Understands how reducing the use of materials and energy helps the environment, and what individuals can do to support this. Understands how people contribute to society and how this is recognised. Understands the role of pressure groups. Understands the basics of how parliament works including the parts of parliament.	Understands how a trial in a Crown Court works. Understands that there are responsibilities which come with freedom of expression. Understands the role government and businesses play in reducing the use of materials and energy and how they can influence this. Understands the range of ways people are valued and recognised by others. Understands what appropriate ways for a pressure group to campaign are. Understands how parliament works in including key roles such as Prime Minister and the Speaker.	Defendant, freedom of expression, government, house of commons, judge, jury, member of parliament (mp), parliament, pressure group, prime minister, trial
Year 5/6 A	Spring 2 (6 Weeks)	Safety and the changing body Lesson 6: Year 5: Puberty Year 6: Physical and emotional changes of puberty Lesson 7: Year 5: Menstruation Year 6: Conception		Understanding some issues related to online friendships including the impact of their actions. Learning about staying safe online. Understanding physical changes during puberty. Understanding the menstrual cycle. Understanding emotional changes during puberty. Understanding how to help someone who is bleeding.	Can accurately name all the relevant parts of the body.	Understands what is safe to share online and what I should do before sending a message. Can identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. Can accurately name all the relevant parts of the body. Understands the changes their own gender will go through during puberty. Can list the range of changes they will go through during puberty. Can ensure the safety of themselves and others	Understands about sharing information online and the consequences of sharing personal information or unkind comments. Can suggest further examples of potential dangers online and ways of staying safe. Shows some understanding of the functions of parts of the body. Understands changes their gender and the opposite gender will go through during puberty. Can list and explain the range of changes they will go through during puberty. Can assess a casualty's condition calmly, comfort and reassure a casualty who is bleeding, seek medical help if required.	Attraction, decision, friend, influence, menstruation/period, bladder, cervix, clitoris, egg/ova, ejaculation, erection, fallopian tube, labia, nipples, ovary/ovaries, pubic hair, scrotum, sperm duct, urethra,

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
		Lesson 8: Year 5: Emotional changes in puberty Year 6: Pregnancy and birth		Understanding the influence others have on us and how we can make our own decisions.		Understands that other people can influence our decisions, but we have the right to make our own choices.	Understands that influences vary for different people in different situations. Knows how to make their own choices clear to others.	uterus, vaginal opening, wet dreams, voice breaking, womb
Year 5/6 A	Summer 1 (6 Weeks)	Economic wellbeing		Understanding that a loan can be a way to pay for things but that it needs to be repaid. Understanding income and expenditure and how to track money. Understanding some risks associated with money. Understanding how to put together a weekly budget. Understanding that stereotypes can exist in the workplace but they should not affect people's career aspirations.	Understands that borrowing money is a way to pay for something but this has to be repaid.	Understands that borrowing money is a way to pay for something but this has to be repaid. Understands what income and expenditure are and how these can be recorded. Understands that there are risks associated with money and what some of these are. Understanding how to create a weekly budget, including prioritising needs over wants. Understands that stereotypes can exist in the workplace and how these can affect people.	Understands that people feel differently about borrowing money. Understands how additional income can be made and that people have different views about how they manage their money. Understands how people see risks with money differently depending on a number of factors. Understanding budgeting and the reasons and impact of an income changing. Understands how stereotypes can be overcome.	Discrimination, expenditure, income, interest, repayment
Year 5/6 A	Summer 2 (6 Weeks)	Wellbeing - identity		Y5 Wonderful me – Taking responsibility for my feelings People around me: Good friends Meaning and purpose: going for goals Resilience: Embracing failure Healthy body, healthy brain: importance of rest Relaxation: Yoga Y6 What is identity? Gender identity Identity and body image		Assessment objective recapped		

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				Transition lesson: roles and responsibilities L5: Well-being focus: Wonderful me: Our social media selves People around me: Resolving conflict and compromising Meaning: What can I be? Resilience: Resilience toolbox.				
Year 5/6 B	Autumn 1 (6 Weeks)	Family and relationships		Understanding what we mean by respect and why it is important. Understanding that respect is two-way and how we treat others is how we can expect to be treated. Exploring other people's attitudes and ideas and to begin to challenge These. Understanding stereotypes and be able to share information on them. Resolving disputes and conflict through negotiation and compromise. Understanding the process and emotions relating to grief.	Understands what respect is and how they should be respected.	Understands everyone can expect a level of respect but this can be lost. Understands what respect is and how they should be respected. Understands how stereotypes influence our ideas and opinions. Understands a range of stereotypes and sharing this information effectively. Can create a resolution guide that includes strategies to manage conflict and describing situations where it is likely to arise. Understands the term grief and ability to explain some of the associated emotions.	Understands that different people we know might respect us for different reasons. Understands the link between receiving grief, and giving respect. Understands how changes can be made and how to respectfully challenge someone's opinion. Understands stereotypes and explaining why they have chosen their stereotype and the way of sharing information. Can describe conflict, negotiation and compromise and creating a comprehensive resolution guide that includes strategies to manage conflict and describing situations where conflict is likely to arise; able to explain how to adapt the resolution guide if someone has been hurt in the given situation. Understands that grief varies from person to person and experience to experience.	Authority, conflict, earn, expectation, grief, grieving, resolve, respect
Year 5/6 B	Autumn 2 (6 Weeks)	Health and wellbeing		Identifying long term goals and how to work towards them. Using mindfulness to manage Emotions.	Can describe the importance of relaxation and suggesting different strategies.	Can describe qualities or values they want to have and creating achievable goals in their to do list. Can describe the importance of relaxation and suggesting different strategies.	Can describe when they would use different relaxation strategies, articulating why, as well as explaining the positive impact of using them.	Antibodies, habit, vaccination

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				Understanding and plan for a healthy lifestyle. Understanding the potential impact of technology on physical and mental Health. Reflecting on skills they have developed to identify and respond to difficult situations Understand ways that we help prevent ourselves and others becoming ill Understanding how habits can be good or bad for our health Understanding what happens when we get ill and begin to understand when to seek support		Can describe how they look after their physical wellbeing and suggesting what else they can do to improve how they look after themselves. Understands that technology can have an impact on both physical and mental health but there are strategies we can use to overcome this. Can describe what resilience is, why it's important and some useful resilience strategies. Understands how vaccination works and why it is important to individuals. Understands that habits can be good or bad for health. Understands that changes in my body could mean I am unwell and what I can do if I notice them.	Can describe how they look after their physical wellbeing as well as how these can impact their mental and emotional wellbeing. They should also suggest time-specific goals to improve how they look after themselves. Understands that technology is often specifically designed to keep people engaged and that it is important to recognise this type of content. Can detail a range of resilience strategies as well as articulating the importance of resilience by referencing the ideas behind a growth mindset and sharing ways in which they have shown resilience. Understands how vaccination works and why it is important to individuals and wider society and ability to articulately explain the advantages of vaccinations. Understands that all decisions have consequences which can be positive and negative. Understands that changes in my body can happen for a number of reasons and what I can do if I notice them.	
Year 5/6 B	Spring 1 (6 Weeks)	Citizenship		Understanding human rights, including the right to education. Understanding some environmental issues relating to food and food production Understanding how to show care and concern for others. Recognising prejudice and discrimination and learn how this can be challenged. Understanding diversity and the value different people bring to a community. Understanding how government Works.	Understands that education is a human right and why education is important.	Understands some environmental issues relating to food and food production. Understands the importance of caring for others and that we all have a responsibility to care for things and people around us. Understands what prejudice and discrimination are and why and how they should be challenged. Understands the value of diversity in society, including significant individuals. Understands the roles and responsibilities of people in government.	Understands how individuals can campaign to make a difference for others. Understands some of the consequences of changing behaviour relating to food. Understands how they can support issues and causes they care about. Understands ways to challenge prejudice and discrimination and why this is not always easy. Understands how knowledge can help overcome prejudice. Understands how government works and how people can influence this.	Authority, conflict, earn, expectation, grief, grieving, protected characteristic, resolve, respect
Year 5/6 B	Spring 2 (6 Weeks)	Safety and the changing body Lesson 5:	Safety and the changing body	Understanding the risks of alcohol Becoming a discerning consumer of information online.	Understands how they should behave online and the impact negativity can have.	Understands some of the reasons adults decide to drink or not drink alcohol.	Understands that drinking excessive alcohol can have short term and long-term consequences. Able to identify some features of a fake news story.	Alcohol, internet trolling, pregnant

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
		Year 5: Puberty Year 6: Physical and emotional changes of puberty Lesson 6: Year 5: Menstruation Year 6: Conception Lesson 7: Year 5: Emotional changes in puberty Year 6: Pregnancy and birth		Understanding that online relationships should be treated in the same way as face-to-face relationships. Understanding the biology of Conception. Understanding the development of the baby during pregnancy. Understanding how to help someone who is choking. Understanding how to help someone who is unresponsive.		Understands some ways to check that a news story is real. Understands of the menstrual cycle and that a male and female are needed to conceive a baby. Understands that a baby changes in the womb and some requirements during the first months of life. Can recognise when someone is choking. Can conduct a primary survey and seek medical help.	Understands that online relationships should include the same considerations for others as face-to-face relationships. Understands how a baby is conceived and explaining the stages independently and in the correct order. Understands of stages of development during pregnancy and the range of requirements during the first months of life. Can administer first aid to a casualty that is choking (including back blows and tummy thrusts) seek medical help if required for a choking casualty.	Sex education: conception, fertilisation, sexual intercourse, sperm
Year 5/6 B	Summer 1 (6 Weeks)	Economic wellbeing		Understanding attitudes and feelings around money. Understanding how to keep money in bank accounts safe. Understanding the risks associated with gambling. Understanding the range of jobs people might do. Understanding the different routes available into careers.	Understands their responsibilities in keeping money safe in the bank.	Understands that there can be a range of feelings related to money and the desire to spend and save. Understands their responsibilities in keeping money safe in the bank. Understands what gambling is and some risks associated with it. Understands that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs. Understands that there are different routes into careers.	Understands that a range of factors can affect people's feelings and attitudes towards money. Understands the range of things they can do to keep money safe in a bank account and what to do if something looks unusual. Understands some things which might influence someone to gamble and where to get help if someone needs it. Can explain the requirements and benefits of jobs. Understands which routes apply to certain jobs and that people may change careers during their working lives, and some of the reasons for this.	Gambling, PIN
Year 5/6 B	Summer 2 (6 Weeks)	Wellbeing - Identity		Year 5: Wonderful me – Taking responsibility for my feelings People around me: Good friends		Assessment objective recapped		

Camelford Primary School Skills Progression

Year Group Cohort	Term (length)	Topic Name	National Curriculum Statement	PHSE Concepts and Session Outcomes	Working Towards	Working At	Working Beyond	Vocabulary
				Meaning and purpose: going for goals Resilience: Embracing failure Healthy body, healthy brain: importance of rest Relaxation: Yoga Year 6 What is identity? Gender identity Identity and body image Transition lesson: roles and responsibilities Well-being focus: Wonderful me: Our social media selves People around me: Resolving conflict and compromising Meaning: What can I be?				