

Together, We Flourish

Kindness • Respect • Perseverance • Curiosity • Hope • Community



PHSE / RSE Progression Map

Substantive knowledge: the PSHE/RSE content pupils know and remember: emotions, relationships, families, safety, health, bodies, puberty, online life, citizenship, money, rights, responsibilities and key vocabulary.

Social and emotional knowledge: the knowledge and skills pupils use to understand themselves and others: self-awareness, empathy, social skills, motivation, managing feelings, resilience and help-seeking.

Application and procedural knowledge: the practical doing of PSHE: using the Jigsaw Charter, Calm Me routines, discussion protocols, problem-solving, assertiveness, decision-making, asking trusted adults for help and making safer choices.

	What it means in PSHE/RSE
Identity, self-worth and belonging	Pupils develop a secure sense of who they are, where they belong and how they contribute to class, school, local and global communities.
Emotional literacy and mental health	Pupils learn to recognise, name, express and regulate feelings; they build resilience, self-respect and confidence to seek help.
Relationships, families and friendship	Pupils learn about safe, happy families, caring friendships, trust, conflict resolution, appreciation and relationship boundaries.
Respect, difference and anti-bullying	Pupils explore similarity, difference, stereotypes, prejudice, protected characteristics, bullying, bystander responsibility and inclusion.
Safety, consent, boundaries and help-seeking	Pupils learn how to recognise risk, use trusted adults, keep asking for help, respect personal boundaries and understand that their body belongs to them.
Physical health, hygiene, drugs and wellbeing	Pupils learn about healthy choices, sleep, hygiene, nutrition, exercise, medicines, smoking, vaping, alcohol, drugs, stress and prevention.
Online life, media and digital safety	Pupils learn how to behave safely and respectfully online, manage screen time, judge information, understand online risks and seek support.
Growing, changing, puberty and transition	Pupils learn about life cycles, body changes, correct terminology, puberty, change, transition and age-appropriate RSE content.
Rights, responsibilities and British Values	Pupils learn about democracy, the rule of law, individual liberty, mutual respect, tolerance, pupil voice and responsible citizenship.
Goals, money and future choices	Pupils learn goal-setting, perseverance, aspirations, work, careers, budgeting, spending, saving, charity and making a positive difference.

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How the sequence works: The six Jigsaw Puzzles are taught in the same order each year so that knowledge, vocabulary and skills are revisited and extended. The sequence begins with belonging and the Learning Charter, moves into difference and inclusion, develops resilience and goals, teaches health and safety, deepens relationships education, and ends with growing, changing and transition.

		Core learning	Strong statutory / school links
Autumn 1	Being Me in My World	Belonging, class community, rights, responsibilities, democracy, choices and the Learning Charter.	Relationships, respect, boundaries, general wellbeing, British Values
Autumn 2	Celebrating Difference	Similarity, difference, identity, stereotypes, bullying, prejudice, inclusion and celebrating diversity.	Respectful relationships, anti-bullying, equality, mental wellbeing
Spring 1	Dreams and Goals	Aspirations, perseverance, learning strengths, teamwork, resilience, success, money, work and future choices.	Self-respect, emotional literacy, wellbeing, economic understanding
Spring 2	Healthy Me	Physical and mental health, exercise, hygiene, nutrition, medicines, safety, risk, drugs, peer pressure and media influence.	Health education, drugs/alcohol/tobacco/vaping, personal safety, first aid
Summer 1	Relationships	Families, friendships, trust, appreciation, conflict, grief, online relationships, safety and help-seeking.	Relationships Education, online safety, safeguarding, emotional literacy
Summer 2	Changing Me	Life cycles, body changes, puberty, transition, correct terminology, self-image, conception/birth and age-appropriate RSE.	Health Education, developing bodies, non-statutory sex education where taught

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	Links to Christ Church Values
Respect	Listening carefully, valuing difference, respecting boundaries, using correct vocabulary and recognising everyone as unique.
Kindness	Building caring friendships, including others, supporting people who feel lonely or bullied, and showing appreciation.
Hope	Setting goals, coping with change, building confidence, managing worries and believing that situations can improve with help.
Perseverance	Working through challenges, overcoming obstacles, resisting pressure, keeping asking for help and developing resilience.
Curiosity	Asking questions about ourselves, others, communities, cultures, health, safety, online life and the wider world.
Community	Creating Learning Charters, pupil voice, democracy, rights, responsibilities, citizenship and making a positive contribution.

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	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 1</p> <p>Units:</p> <ul style="list-style-type: none"> • Weather Explorers • The United Kingdom • Around Our Locality 	<p>Weather and climate: know that weather can be observed, described and recorded; begin to compare weather in the UK with hot and cold areas of the world.</p> <p>United Kingdom: name and locate the four countries of the UK, capital cities and surrounding seas; describe some human and physical features of these places.</p> <p>Locality: identify familiar human and physical features in the school grounds and local area and begin to recognise what makes their place special.</p> <p>Vocabulary: use words such as weather, season, country, capital city, sea, town, village, city, shop, school, river, road, near, far, left and right.</p>	<p>Map and atlas use: use simple maps, globes, aerial photographs and images to locate the UK and familiar places.</p> <p>Observation: observe weather and local features, recording simple information through drawings, models, pictograms and basic maps.</p> <p>Enquiry: ask questions about weather and the local area; use simple evidence to explain what they have found out.</p> <p>Communication: describe places using basic geographical vocabulary and talk about likes, dislikes and simple reasons.</p>
<p>Substantive concept themes: Place, Space, Environment, Earth Processes, Scale. Pupils move from noticing weather and local features to locating the UK and describing their own locality.</p>		
<p>Values links: Curiosity is fostered through observation of weather and the local area. Community and Respect are developed as pupils recognise what makes their locality and the countries of the UK special. Hope begins through small actions to care for familiar places.</p>		
<p>Writing outcomes: Non-Chronological Report - Weather; Fact File - All About the UK; Information Leaflet - Local Area.</p>		

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Knowledge Content Overview by Year Group and Puzzle

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	Self-identity; understanding feelings; being in a classroom; being gentle; rights and responsibilities.	Identifying talents; being special; families; where we live; making friends; standing up for yourself.	Challenges; perseverance; achieving and setting goals; overcoming obstacles; seeking help; jobs.	Exercising bodies; physical activity; healthy food; sleep; keeping clean; safety.	Family life; friendships; breaking friendships; falling out; dealing with bullying; being a good friend.	Bodies; respecting my body; growing up; growth and change; fun and fears; celebrations.
Year 1	Feeling special and safe; being part of a class; rights and responsibilities; rewards and pride; consequences; Learning Charter.	Similarities and differences; understanding bullying; making new friends; celebrating differences in everyone.	Setting goals; successes and achievements; learning styles; working with a partner; tackling challenges; obstacles; feelings of success.	Keeping healthy; healthier lifestyle choices; keeping clean; being safe; medicine and household safety; road safety; health and happiness.	Belonging to a family; making friends; physical contact preferences; people who help us; qualities as a friend; self-acknowledgement.	Life cycles; changes since being a baby; correct terminology for male/female body parts; growing and learning; coping with change; transition.
Year 2	Hopes and fears; rights and responsibilities; rewards and consequences; safe and fair learning; valuing contributions; recognising feelings.	Assumptions and gender stereotypes; bullying; standing up for self and others; making friends; celebrating difference and remaining friends.	Realistic goals; staying healthy to achieve goals; perseverance and strengths; learning with others; group cooperation; sharing success.	Healthy eating and nutrition; safety at home; safety out and about; medicines; motivation and healthier choices.	Different types of family; physical contact boundaries; friendship and conflict; secrets; trust and appreciation; special relationships.	Life cycles in nature; growing from young to old; increasing independence; correct terminology; assertiveness; transition.
Year 3	Personal goals; self-identity and worth; positivity; rules, rights and responsibilities; responsible choices; seeing others perspectives.	Families and differences; family conflict; witnessing bullying; hurtful words; compliments.	Difficult challenges; dreams and ambitions; motivation; overcoming obstacles; evaluating learning; community contribution; feelings and budgeting.	Exercise; food labels and swaps; attitudes towards drugs; keeping safe online and offline; water safety; asking for help.	Family roles and responsibilities; friendship and negotiation; online safety and help; media influence; global citizenship; choices affecting others.	How babies grow; outside and inside body changes; personal hygiene; family stereotypes; challenging ideas; transition.

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	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Class team; school citizenship; rights, responsibilities and democracy; group decision-making; having a voice; motivation and behaviour.	Challenging assumptions; judging by appearance; accepting self and others; influences; bullying; problem-solving; first impressions.	Hopes and dreams; disappointment; new realistic dreams; achieving goals; group work; contributions; resilience and positive attitudes.	Healthy friendships; peer influences; railway safety; staying safe with friends; smoking; alcohol and vaping; assertiveness and peer pressure.	Jealousy; love and loss; memories; getting and falling out; boyfriends and girlfriends; showing appreciation.	Being unique; girls and puberty; being part of a family; confidence in change; accepting change; transition; environmental change.
Year 5	Planning the year; citizenship; rights and responsibilities; consequences; behaviour affecting groups; democracy, voice and participation.	Cultural differences and conflict; racism; rumours and name-calling; types of bullying; material wealth and happiness; respect for cultures.	Future dreams; spending, saving and money; jobs and careers; dream jobs; goals in different cultures; charity; motivation.	Smoking and vaping; alcohol; anti-social behaviour; emergency aid; body image; relationship with food; healthy choices and motivation.	Self-worth and self-esteem; online communities; rights and responsibilities online; gaming risks; screen time; grooming; internet safety rules.	Self and body image; influence of online/media on body image; puberty for girls and boys; conception including IVF; responsibility; transition.
Year 6	Goals for the year; global citizenship; universal rights; choices, consequences and rewards; group dynamics; democracy and role-modelling.	Perceptions of normality; disability; power struggles; bullying; inclusion and exclusion; difference as conflict and celebration; empathy.	Personal learning goals; success criteria; emotions in success; making a difference; motivation; recognising achievements; compliments.	Personal responsibility; substances and the body; exploitation including county lines; emotional and mental health; managing stress.	Mental health worries and support; love and loss; feelings; power and control; assertiveness; technology safety and responsibility.	Self-image; body image; puberty and feelings; conception to birth; reflection on change; attraction; respect and consent; sexting; transition.

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Year-by-Year PSHE/RSE Progression

EYFS						
Substantive knowledge progression	<ul style="list-style-type: none"> • Children begin to know that they are unique and special, and that they belong to a family, class and setting. • They learn to name feelings, notice similarities and differences, and understand that kindness, gentle hands and taking turns help everyone feel safe. • They learn early vocabulary for bodies, healthy choices, keeping clean, sleep, safety and growth. • They begin to know that friends can fall out and make up, that bullying is unkind, and that adults can help. 					
Social and emotional skills progression	<ul style="list-style-type: none"> • Talk about feelings and begin to manage them with adult support. • Play and learn with others, share, take turns, listen and show kindness. • Have a go at challenges, keep trying and ask for help when needed. • Use simple words to explain what they like, dislike, need or feel. 					
RSHE / safeguarding progression	<ul style="list-style-type: none"> • Early, PSED foundations: belonging, friendships, asking for help, safe adults and respecting bodies. • EYFS learning links most strongly to PSED, Communication and Language, Understanding the World and Physical Development. 					
Key vocabulary	feelings, happy, sad, angry, worried, friend, family, kind, gentle, share, safe, body, healthy, clean, grow, change, help					
Puzzle-by-puzzle content	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Self-identity; understanding feelings; being in a classroom; being gentle; rights and responsibilities.	Identifying talents; being special; families; where we live; making friends; standing up for yourself.	Challenges; perseverance; achieving and setting goals; overcoming obstacles; seeking help; jobs.	Exercising bodies; physical activity; healthy food; sleep; keeping clean; safety.	Family life; friendships; breaking friendships; falling out; dealing with bullying; being a good friend.	Bodies; respecting my body; growing up; growth and change; fun and fears; celebrations.

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Year 1

Substantive knowledge progression

- Pupils know what helps a classroom feel special, safe and calm, and begin to understand rights, responsibilities, choices and consequences.
- They learn what bullying is, how it can make people feel, and why similarities and differences make everyone special.
- They learn simple ways to stay healthy and safe, including hygiene, medicine safety, road safety and asking trusted adults for help.
- They learn correct names for external private body parts and that private parts belong to them.

Social and emotional skills progression

- Use the Jigsaw Charter and Jigsaw Journal to reflect on thoughts and feelings.
- Make new friends, include others and recognise how it feels to belong.
- Set simple goals, celebrate success and identify obstacles with support.
- Say when touch or physical contact is acceptable or unacceptable to them.

RSHE / safeguarding progression

- Relationships: family, friendship, physical contact preferences and people who help us.
- Health: healthy choices, hygiene, medicines, road safety and early body safety, using correct terminology.

Key vocabulary

safe, special, calm, belong, rights, responsibilities, consequence, bullying, similar, different, goal, healthy, medicine, family, touch, private, penis, testicles, vulva, anus

Puzzle-by-puzzle content

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Feeling special and safe; being part of a class; rights and responsibilities; rewards and pride; consequences; Learning Charter.	Similarities and differences; understanding bullying; making new friends; celebrating differences in everyone.	Setting goals; successes and achievements; learning styles; working with a partner; tackling challenges; obstacles; feelings of success.	Keeping healthy; healthier lifestyle choices; keeping clean; being safe; medicine and household safety; road safety; health and happiness.	Belonging to a family; making friends; physical contact preferences; people who help us; qualities as a friend; self-acknowledgement.	Life cycles; changes since being a baby; correct terminology for male/female body parts; growing and learning; coping with change; transition.

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Year 2

Substantive knowledge progression	<ul style="list-style-type: none"> • Pupils know that rights, responsibilities, rewards and consequences help create a safe and fair learning environment. • They learn about assumptions and gender stereotypes, and that difference should not prevent friendship or belonging. • They learn that medicines can be helpful when used safely by trusted adults, and that hazards at home and outside need careful choices. • They understand good and worry secrets, trust, physical contact boundaries and the importance of telling until someone helps. 					
Social and emotional skills progression	<ul style="list-style-type: none"> • Recognise worries, hopes and fears and identify trusted adults for support. • Challenge assumptions, stand up for self and others, and respond to bullying safely. • Use problem-solving approaches in friendship conflict and practise assertive language. • Apply safety thinking to home, roads, railways, water and medicines. 					
RSHE / safeguarding progression	<ul style="list-style-type: none"> • Relationships: diverse families, boundaries, conflict, secrets, trust and appreciation. • Health/safety: medicines, hazards, Safety, STAR, physical contact, private body parts and assertiveness. 					
Key vocabulary	hopes, fears, worried, fair, boundaries, assumptions, stereotypes, bullying, bystander, hazard, risk, safe, unsafe, medicine, trust, secret, assertive, private					
Puzzle-by-puzzle content	Being Me in My World Hopes and fears; rights and responsibilities; rewards and consequences; safe and fair learning; valuing contributions; recognising feelings.	Celebrating Difference Assumptions and gender stereotypes; bullying; standing up for self and others; making friends; celebrating difference and remaining friends.	Dreams and Goals Realistic goals; staying healthy to achieve goals; perseverance and strengths; learning with others; group cooperation; sharing success.	Healthy Me Healthy eating and nutrition; safety at home; safety out and about; medicines; motivation and healthier choices.	Relationships Different types of family; physical contact boundaries; friendship and conflict; secrets; trust and appreciation; special relationships.	Changing Me Life cycles in nature; growing from young to old; increasing independence; correct terminology; assertiveness; transition.

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Year 3

Substantive knowledge progression	<ul style="list-style-type: none"> • Pupils know that personal goals, self-worth, rules, rights and responsibilities affect how a class community works. • They learn about family difference, family conflict, witnesses to bullying, hurtful words and the impact of compliments. • They learn about exercise, food labelling, healthy swaps, water safety, online/offline safety, and early drug education concepts. • They learn about outside and inside body changes, personal hygiene and how babies grow in age-appropriate ways. 					
Social and emotional skills progression	<ul style="list-style-type: none"> • Set personal goals and make responsible choices, considering others perspectives. • Recognise when words hurt and use supportive language to include others. • Evaluate learning processes, manage feelings, and contribute to a community goal. • Ask for help, use emergency strategies and make safer choices in different contexts. 					
RSHE / safeguarding progression	<ul style="list-style-type: none"> • Relationships: family roles, friendship negotiation, global citizenship, media influence and online help-seeking. • Health/RSE: drugs as substances, healthy choices, water safety, hygiene, body changes and transition. 					
Key vocabulary	self-worth, responsible, perspective, conflict, witness, hurtful, compliment, ambition, obstacle, budget, drug, online, offline, emergency, hygiene, stereotype, transition					
Puzzle-by-puzzle content	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Personal goals; self-identity and worth; positivity; rules, rights and responsibilities; responsible choices; seeing others perspectives.	Families and differences; family conflict; witnessing bullying; hurtful words; compliments.	Difficult challenges; dreams and ambitions; motivation; overcoming obstacles; evaluating learning; community contribution; feelings and budgeting.	Exercise; food labels and swaps; attitudes towards drugs; keeping safe online and offline; water safety; asking for help.	Family roles and responsibilities; friendship and negotiation; online safety and help; media influence; global citizenship; choices affecting others.	How babies grow; outside and inside body changes; personal hygiene; family stereotypes; challenging ideas; transition.

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Year 4

Substantive knowledge progression	<ul style="list-style-type: none"> • Pupils know how school citizenship, democracy, group decisions and having a voice support community life. • They explore assumptions, appearance, influence, first impressions, bullying and problem-solving. • They learn about peer influence, railway safety, smoking, alcohol, vaping, assertiveness and healthy friendships. • They learn about jealousy, love and loss, changing friendships, boyfriends/girlfriends, uniqueness and puberty. 					
Social and emotional skills progression	<ul style="list-style-type: none"> • Take a role in a group, listen to others and contribute to democratic decision-making. • Question first impressions and recognise how opinions can change when we know people better. • Notice peer pressure, practise assertiveness and identify inner strengths. • Manage feelings linked to friendship changes, loss, puberty and transition. 					
RSHE / safeguarding progression	<ul style="list-style-type: none"> • Relationships: friendships, jealousy, loss, appreciation and early boyfriend/girlfriend language. • Health/RSE: smoking, vaping, alcohol, peer pressure, safety with friends, girls and puberty, body confidence and change. 					
Key vocabulary	citizen, democracy, voice, motivation, assumption, influence, bullying, resilience, peer pressure, smoking, vaping, alcohol, assertiveness, jealousy, loss, puberty, unique					
Puzzle-by-puzzle content	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Class team; school citizenship; rights, responsibilities and democracy; group decision-making; having a voice; motivation and behaviour.	Challenging assumptions; judging by appearance; accepting self and others; influences; bullying; problem-solving; first impressions.	Hopes and dreams; disappointment; new realistic dreams; achieving goals; group work; contributions; resilience and positive attitudes.	Healthy friendships; peer influences; railway safety; staying safe with friends; smoking; alcohol and vaping; assertiveness and peer pressure.	Jealousy; love and loss; memories; getting and falling out; boyfriends and girlfriends; showing appreciation.	Being unique; girls and puberty; being part of a family; confidence in change; accepting change; transition; environmental change.

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Year 5

Substantive knowledge progression	<ul style="list-style-type: none"> • Pupils know about citizenship, rights, democracy, participation and how behaviour affects groups. • They learn about cultural difference, racism, rumours, name-calling, types of bullying and respect for other cultures. • They learn about money, careers, charity, smoking/vaping, alcohol, emergency aid, body image, food and healthy choices. • They learn about online communities, online rights and responsibilities, gaming risks, screen time, grooming and internet safety. 					
Social and emotional skills progression	<ul style="list-style-type: none"> • Participate in democratic processes and reflect on fairness, responsibility and group behaviour. • Challenge racism, discrimination, rumours and bullying using respectful problem-solving. • Make informed choices about health, money, media influence and online behaviour. • Develop body confidence and ask for support with puberty, online risks and relationships. 					
RSHE / safeguarding progression	<ul style="list-style-type: none"> • Relationships/online: safer online communities, gaming risks, grooming, internet rules and support. • Health/RSE: smoking/vaping, alcohol, first aid, body image, puberty for girls and boys, conception including IVF where taught. 					
Key vocabulary	citizenship, democracy, racism, rumour, culture, discrimination, career, budget, charity, emergency aid, body image, grooming, screen time, puberty, conception, IVF					
Puzzle-by-puzzle content	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Planning the year; citizenship; rights and responsibilities; consequences; behaviour affecting groups; democracy, voice and participation.	Cultural differences and conflict; racism; rumours and name-calling; types of bullying; material wealth and happiness; respect for cultures.	Future dreams; spending, saving and money; jobs and careers; dream jobs; goals in different cultures; charity; motivation.	Smoking and vaping; alcohol; anti-social behaviour; emergency aid; body image; relationship with food; healthy choices and motivation.	Self-worth and self-esteem; online communities; rights and responsibilities online; gaming risks; screen time; grooming; internet safety rules.	Self and body image; influence of online/media on body image; puberty for girls and boys; conception including IVF; responsibility; transition.

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Year 6

Substantive knowledge progression	<ul style="list-style-type: none"> • Pupils know about global citizenship, universal rights, group dynamics, anti-social behaviour, democracy and role-modelling. • They learn about perceptions of normality, disability, power struggles, inclusion/exclusion, bullying and empathy. • They learn how substances affect the body, exploitation including county lines, emotional and mental health, stress and pressure. • They learn about self-image, body image, puberty and feelings, conception to birth, attraction, respect, consent, sexting and transition. 					
Social and emotional skills progression	<ul style="list-style-type: none"> • Model positive choices, recognise the impact of behaviour on groups and contribute to a rights-respecting community. • Challenge exclusion, power imbalance and bullying while showing empathy for different experiences. • Recognise pressure, exploitation and risky situations, and know how to seek help persistently. • Use accurate vocabulary and respectful discussion when learning about puberty, consent, attraction, online safety and transition. 					
RSHE / safeguarding progression	<ul style="list-style-type: none"> • Relationships: power/control, assertiveness, loss, mental health support, technology safety and consent. • Health/RSE: drugs, exploitation, stress, puberty, conception to birth, attraction, sexting and secondary transition. 					
Key vocabulary	global citizenship, universal rights, role model, normality, disability, power, inclusion, empathy, exploitation, county lines, substance, mental health, stress, consent, sexting, attraction					
Puzzle-by-puzzle content	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Goals for the year; global citizenship; universal rights; choices, consequences and rewards; group dynamics; democracy and role-modelling.	Perceptions of normality; disability; power struggles; bullying; inclusion and exclusion; difference as conflict and celebration; empathy.	Personal learning goals; success criteria; emotions in success; making a difference; motivation; recognising achievements; compliments.	Personal responsibility; substances and the body; exploitation including county lines; emotional and mental health; managing stress.	Mental health worries and support; love and loss; feelings; power and control; assertiveness; technology safety and responsibility.	Self-image; body image; puberty and feelings; conception to birth; reflection on change; attraction; respect and consent; sexting; transition.

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Progression by PSHE/RSE Strand

	EYFS and KS1 foundation	Lower KS2 development	Upper KS2 consolidation
Relationships and families	Belonging, family life, making friends and being a good friend.	Different family types, friendship conflict, secrets, trust, family roles and negotiation.	Healthy relationships, love/loss, online communities, power/control, consent, technology safety and support.
Respect, difference and anti-bullying	Similarity and difference, kindness, inclusion, what bullying is and asking for help.	Assumptions, stereotypes, hurtful words, witnessing bullying, bystander responsibility and problem-solving.	Racism, discrimination, protected characteristics, disability, power struggles, inclusion/exclusion and empathy.
Emotional literacy and mental health	Naming feelings, feeling safe, pride, success, worries and coping with change.	Self-worth, motivation, managing disappointment, resilience, confidence, loneliness, love and loss.	Self-esteem, body image, mental health worries, stress, pressure, grief, support networks and transition.
Physical health, hygiene and drugs education	Healthy food, sleep, keeping clean, medicine and household safety, road safety.	Balanced diets, exercise, hygiene, water/railway safety, drugs as substances, smoking, vaping and alcohol.	Emergency aid, body image, food relationships, substances, exploitation, stress management and healthy coping strategies.
Online safety and media influence	Trusted adults and early safety messages; face-to-face respect as the foundation for online respect.	Keeping safe online, media influence, reporting concerns and understanding risk in online/offline scenarios.	Online communities, gaming risks, screen time, grooming, internet rules, sexting, data/privacy and responsible technology use.
Growing, changing and RSE	Life cycles, growing up, correct terminology for private parts, body respect and transition.	Body changes, personal hygiene, puberty foundations, assertiveness and managing feelings about change.	Puberty for girls and boys, conception including IVF where taught, conception to birth, attraction, consent and transition to secondary.
Citizenship, British Values and economic wellbeing	Rights, responsibilities, classroom charter, fairness, belonging and early jobs/goals.	School citizenship, democracy, group decisions, community contribution, simple budgeting and global awareness.	Democracy, participation, rights, global citizenship, careers, money choices, charity, role modelling and responsible citizenship.

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	Statutory RSHE and RSE Coverage Overview	Strongest locations
Families and people who care for me	Develops from belonging to a family in EYFS/KS1 into diverse families, marriage/civil partnership awareness, safe family life and help-seeking when relationships feel unsafe.	Being Me in My World; Celebrating Difference; Relationships; Changing Me
Caring friendships	Builds from making friends and being kind into conflict repair, loneliness, trust, appreciation, peer pressure, online communities and support with relationship worries.	Celebrating Difference; Relationships; Healthy Me
Respectful, kind relationships	Develops courtesy, manners, boundaries, assertiveness, self-respect, stereotypes, protected characteristics, bullying, bystander responsibility and inclusion.	All puzzles, strongest in Being Me, Celebrating Difference and Relationships
Online safety and awareness	Progresses from early trusted-adult and respect messages into safe online communities, gaming risks, screen time, grooming, harmful content, technology safety and sexting.	Relationships; Healthy Me; Changing Me
Being safe and safeguarding	Includes body ownership, privacy, safe/unsafe touch, secrets, trusted adults, keeping asking for help, Safety STAR, hazards, water/road/railway/fire safety and exploitation.	Healthy Me; Relationships; Changing Me
Health education	Covers emotions, wellbeing, physical activity, sleep, hygiene, dental health, healthy eating, medicines, smoking, vaping, alcohol, substances, stress, mental health and first aid.	Dreams and Goals; Healthy Me; Relationships; Changing Me
Developing bodies and puberty	Correct terminology is introduced early; body changes, hygiene and puberty develop through KS2; puberty for girls/boys and emotional aspects are revisited in upper KS2.	Changing Me
Non-statutory sex education	Where taught, conception including IVF and conception to birth sit in upper KS2. Parent communication and withdrawal procedures should be clear in the RSE policy.	Changing Me in Year 5 and Year 6

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	<i>Safeguarding and Sensitive Content Notes</i>
<i>Trusted adults and help-seeking</i>	<i>Across the programme pupils identify trusted adults, practise asking for help and learn to keep asking until someone listens and helps.</i>
<i>Safe learning environment</i>	<i>The Jigsaw Charter, discussion protocols and Calm Me routines help create a respectful space for sensitive learning.</i>
<i>Correct terminology</i>	<i>Correct anatomical vocabulary is taught progressively so pupils can communicate clearly about their bodies and safety.</i>
<i>Non-statutory sex education</i>	<i>Conception and birth content is located in upper KS2 where taught; the school RSE policy should set out parent communication and withdrawal arrangements.</i>
<i>Adaptation</i>	<i>Teaching should be adapted sensitively for individual needs, SEND, local context, safeguarding knowledge and the lived experiences of pupils and families.</i>