

Noak Bridge RPSHE Curriculum Progression by theme

Children in Reception – Development Matters	Early Learning Goals
Personal, Social and Emotional Development • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspective of others. • Manage their own needs – personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: ➢ Regular physical activity ➢ Healthy eating ➢ Toothbrushing ➢ Sensible amounts of ‘screen time’ ➢ Having a good sleep routine ➢ Being a safe pedestrian Communication and Language • Understand how to listen carefully and why listening is important. • Learn new vocabulary and use this through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases Physical Development • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Listening, Attention and Understanding • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Self-Regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Noak Bridge RPSHE Curriculum Progression by theme

Understanding the World • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. ➤ Recognise that people have different beliefs and celebrate special times in different ways.	Building Relationship • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. Past and Present • Talk about the lives of people around them and their roles in society
For full details see our RPSHE Curriculum Map	

Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
About Me and Why I am Special	To be able to know that there is always something that makes us special.	To think about the special things we can do now and what makes us different.	To realise we are all special.	To recognise our own worth as individuals by identifying positive things about ourselves.	To realise we are all special and different.	To look at what makes us different and therefore special.
		To explore what contributes to a person's identity.		To explore why school is important and the benefits of going to school.		The children will be able to understand why we are all different and why it is important always to be the best we can be rather than better than others.
My Friends & Family	To be able to think about why you are special and why friends are important.	To think about families, who they are and why they are special.	To explore different types of family makeups.	To look at what makes a good and safe friend.	To look at the relationships we have with others and evaluate the characteristics of safe and unsafe relationships.	To explore what makes us similar and different and how this can influence the friendships we make.

Noak Bridge RPSHE Curriculum Progression by theme

	To understand what 'family' means and why adults in a family are important for keeping children safe.	(Commitment) To understand the meaning of commitment and that two adults may choose to show their loving commitment to each other by getting married.	To consider how families are important for children growing up because they can give love, security and stability.			To explore the values of love, honour and courage.
	To show understanding and respect for other families that may look different to our own.					To respect the differences found in different family units.
	To understand the importance of sharing.					
Feeling Proud of Myself	To think about the things in life that we can do ourselves.	To think about the different things that children can already do and what they are learning to do.		To feel happy with ourselves and accept ourselves for who we are.		
				To recognise our own self-worth as individuals.		
My Dreams	To identify my own dreams for the future.	To think about the things we like and the things we dislike.	To think about what you dream of doing in the future.	To look at the importance of dreams and how they can help us in our lives.	To think about the future and the importance of setting goals to get where we want to be.	

Noak Bridge RPSHE Curriculum Progression by theme

Feeling Safe and My 'Uh-Oh' Signs	To identify different feelings and understand that feelings can change.	To understand how we can experience a range of feelings in different circumstances and describe the effect of these feelings.	To understand about feelings and how feelings can influence behaviour.	To understand what 'safe' can feel like and how a person's feelings may lead them to behave in unsafe ways.	To reflect on the early warning 'Uh-Oh' signs.	To understand what safe can feel like and how a person's feelings may lead them to behave in unsafe ways.
	To be able to talk about feelings and identify warning signs.	To understand that everyone needs a safe place and this space is personal to the individual.	To look at feelings and why people may choose to 'mask' their feelings.	To look at strategies for dealing with negative feelings.	To learn that we all have worries and that people feel worried by all sorts of things. To know that we can learn to listen to our worries and do something to help us feel safer.	To be able to reflect on the early warning/ 'Uh-Oh' signs and understand that these are the physical changes in the body that tell us that we may be in danger or unsafe. To recognise our conscience or 'inner voice'.
	To be able to talk about our own feelings and what it means to feel safe.	To understand the feelings associated with unsafe situations.	To understand what it feels like to be safe.	To explore physical and emotional feelings and strategies for dealing with feelings.	To look at the reasons why conflicts arise and develop strategies for managing angry feelings.	To recognise our conscience or 'inner voice'.
	To further secure understanding of Uh-Oh signs and recognise the changes to the body when feeling unsafe.	To think about who you feel safe with and who can help you.	To recognise what the bodies early warning signs are when we are in an unsafe situation.	To associate being loved with being safe.	To learn that we all have worries and that people feel worried by all sorts of things.	To understand how to keep safe within our community.
			To realise the feelings that		To know that we can learn to listen to our	

Noak Bridge RPSHE Curriculum Progression by theme

			someone gets when they are feeling angry.		worries and do something to help us feel safer.	
					To look at the reasons why conflicts arise and develop strategies for managing angry feelings.	
					(Grooming) To understand what grooming is and the characteristics of a true and false friend.	
					(Grooming) To understand the different reasons why a child may be groomed and who they can turn to for help.	
My Helping Hand Network	To understand who can help keep us safe.	To be able to identify and list the people who can help on a helping hand.	To have a clear understanding of who we can tell if we feel unsafe.	To look at the different kinds of fear and their effect on behaviour.	To think about the changes we experience in life and how some might feel positive or negative.	To update our networks and consider how they might alter when we start our new school.
			To consider and complete a helping hand network.			
Our Differences & Similarities	To compare how we are similar and different to each other.	To understand that being different is good.	To be able to appreciate differences in	To explore the ways in which we are similar.		

Noak Bridge RPSHE Curriculum Progression by theme

			themselves and others.			
			To explore identity and behaviour.			
Faith & Religion	To know what things are special to us.	To identify the similarities and differences in a range of celebrations.	To understand that although people have different beliefs, we can all live together peacefully.	To learn that we work more effectively if we have respect for others' beliefs.	To explore similarities and differences between different religions and discuss how religion might make someone feel safe.	To look at the similarities and difference between religions.
Money & Possessions	To know that there are things that are ours and things that we share.	To understand that some things are free, and some things cost money.	To learn the importance of money.	To learn about what items are important to buy and what may be bought just to look good.	To explore what money can't buy and also what items are deemed essential to survival.	To explore what it would be like without money and the need to manage money to save for future wants.
				To look at how to keep possessions safe.		
The Internet & Social Media	To understand how the Internet is useful to everyday life and how to report anything that worries us while we are using it.	To understand how spending too much time online can have a bad effect on the way people feel and why it is healthy to spend time away from electronic devices.	To understand how the things that we do and say on the Internet can affect others, to know how to behave respectfully online and to be able to spot when someone is not behaving respectfully.	To understand why social media platforms, computer games and online games are age restricted.	To understand that the Internet can sometimes be a negative place where online abuse takes place.	To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.

Noak Bridge RPSHE Curriculum Progression by theme

The Internet & Social Media		To understand how to report anything that worries us while we are using an online device.	To understand why it is important to keep personal information private and know how to report anything that worries us whilst we are online.	To understand that people sometimes behave differently online.	To understand how information and data can be shared online and the possible consequences of this sharing.	To critically consider their online friendships including awareness of the risks associated with people they have never met.
		To understand the rules and principles for keeping safe online and how to report anything that upsets you.	To understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of showing respect even when we are anonymous.	To understand that there are risks when gaming online.	To understand how sharing information can have an impact on others.	To critically consider sources of information.
				To understand that we should keep personal information safe and only share it with consent.	To understand why gambling websites, apps and gambling style game features are age restricted.	To critically consider their online friendships including awareness of the risks associated with people they have never met.
						To critically consider sources of information.
						To understand how online relationships can support face-to-face relationships but should not be a substitute.
						Cyber Safety workshop led by Essex County Fire and Rescue Service

Noak Bridge RPSHE Curriculum Progression by theme

My Health	To understand that mental wellbeing is a normal part of daily life in the same way as physical health.	(Exercise) To understand the mental and physical benefits of an active lifestyle.	(Hygiene) To learn the importance of personal hygiene.	To look at how we can stay healthy.	To examine and evaluate how we spend our time.	(Eating) To raise awareness of the benefits of healthy eating and identify food groups.
		(Exercise) To understand the positive impact that physical exercise, time outdoors, and other activities can have on our mental wellbeing and happiness.	(Exercise) To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.	(Sun Safety) To understand about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.	(Isolation and Loneliness) To understand how isolation and loneliness can affect children and that it is very important to discuss our feelings with an adult and seek support.	To identify risk by looking at risks to the body caused by ourselves and also by others.
		(Eating) To understand the characteristics of a poor diet and the risks associated with unhealthy eating and other unhelpful behaviours.	(Sleep) To understand the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn.		(Physical Illness) To recognise the early signs of physical illness.	(Mental Wellbeing) To understand the importance of looking after our mental health.
		(Dental health) To understand why it is important to maintain good dental health and the benefits of good oral hygiene.				To understand the facts and science relating to allergies, immunisation and vaccination.

Noak Bridge RPSHE Curriculum Progression by theme

Rights & Responsibilities	To understand our rights and responsibilities in the classroom.	To understand the rights and responsibilities of all children.	To understand the rights and responsibilities of all adults to look after their children.	To look at how our environment can be made safer and what safe looks like.	To write our own charter of 10 rights and responsibilities for all children.	To explore the right for every child to feel safe and to understand that rights come with responsibilities.
The Environment & Animals	To understand that all animals have needs and to know what those needs are.	To understand that owning an animal comes with responsibility.		To look at how we care for animals and how to stay safe around them.		
Risks in My Home	To identify risks in our own home.	To identify activities I can do in my home independently and activities I can do with support.	To understand the meaning of safety symbols.			To look at keeping safe with aerosols by understanding why they must be stored correctly and used only as intended.
			Safety in the home workshop led by Essex County Fire and Rescue Service			To learn about the importance of smoke detectors and having a safe escape plan for your home.
Making Safe Decisions	(consent) To begin to understand what is meant by the term consent. To understand that in various	To know how to support a friend when others are unkind.	(consent) To further develop an understanding of what is meant by the term consent. To understand	To explore behaviours and the risks of showing too much of one type of behaviour.	To revise the early warning/'Uh-Oh' signs and learn that as we grow older, we are given more responsibility to make decisions that	To understand the unsafe behaviour of friends.

Noak Bridge RPSHE Curriculum Progression by theme

Making Safe Decisions	situations permission should be sought and given.		the need for personal boundaries. To understand what manipulation is.		affect our own safety and that of others.	
			(consent) To know the correct names for private body parts and understand that we can choose our own personal boundaries.	(prejudice) To explore what prejudice means.	To look at different things that may influence our behaviour and how we can make safe choices.	(Discrimination) To explore discrimination.
					To look at the importance of speaking your mind and why it is sometimes difficult to do so.	To learn how to assess risks in our lives.
					To look at bullying from a variety of perspectives including the bully, the victim and the bystander.	(Discrimination) To challenge discrimination.
					To look at bullying from the perspective of the victim.	
					To look at the perspective of bullying from those that stand by and do nothing.	

Noak Bridge RPSHE Curriculum Progression by theme

Making Safe Decisions					To understand the unsafe behaviour of friends.	
					(Discrimination) To explore discrimination.	
					(Consent) To further develop an understanding of what is meant by the term consent. To understand what is meant by appropriate and inappropriate touch.	
					To understand the difference between assertive and controlling behaviour, and the difference between healthy kindness and neglecting your own needs.	
Safety on the Road & Streets						
Safety	To understand how to stay safe when walking in the streets and crossing the road.	To understand how to travel safely in cars and buses.	To understand how to cross the road safely.	To understand how to stay safe near railways and level crossings.	Road Safety training and workshop	To look at dangers on the roads and to identify ways of making journeys safer.
		To learn the Water Safety Code and understand how				

Noak Bridge RPSHE Curriculum Progression by theme

		to stay safe near water.				
Whole school assemblies led by Essex County Fire and Rescue Service: water safety, summer safety						
Changing Schools		To know that a change of school or class can cause a mixture of feelings and that this is normal.			To discuss the differences between primary and secondary school and develop strategies to cope with possible difficulties.	To know that a change of school can cause a mixture of feelings and that this is normal.
The Emergency Services	To understand who can help keep us safe in the community.	To understand the work of the emergency services and think about people that help.	To think about staying and feeling safe and who in the community can help us do this.	To explore the range of people that can help us.	(First Aid) To understand the concepts of basic First Aid, for example dealing with common injuries including head injuries.	To learn about the dangers of arson and how to report a fire to the emergency services.
					(Responding to an Accident) To understand how to respond if we witness an accident.	
Secrets & Surprises		To know that secrets can be safe and unsafe.	To realise the difference between safe and unsafe secrets.			To look at the difference between safe and unsafe secrets.
Changes and When Someone Goes Away				To understand why people can feel unsafe and uncomfortable about changes and	To think about the feelings that people may have when	

Noak Bridge RPSHE Curriculum Progression by theme

				find ways to cope with change.	someone dies or goes away.	
My Community and The Wider World				To think about the importance of respecting people, property, community and the environment.	To be aware of the concept of community and what it means to be part of one.	
Law and Crime				To become familiar with the charity 'Crimestoppers.'	To investigate different kinds of crime.	To learn about the work of Crimestoppers and how to contact them.
Valuing the Law, Weapons and What is a Crime					To look at different types of weapons and discuss reasons why someone might carry a weapon.	(County Lines) To understand what the term 'County Lines' refers to and the effect that it has on communities.
						(County Lines) To understand who you can go to for help and to report.
						(County Lines) To understand that County Lines is a business model and the impact that it has on the individuals involved.
						(County Lines) To understand the reality of County Lines.
						(County Lines) To think critically about choices and how you can support friends to make the right choices.
Drugs, Alcohol and Smoking				To look at how to keep safe around the chemicals and drugs		To gain a basic understanding of drugs and the reasons why some people use them.

Noak Bridge RPSHE Curriculum Progression by theme

				that we may come across in everyday life.		
						To assess the risks involved with alcohol and how information can affect attitude and therefore behaviour.
						To understand why some people smoke or vape and the risks to their body from doing so.
Feeling Safe					(Grooming) To understand what grooming is and the characteristics of a true and false friend.	
					(Grooming) To understand the different reasons why a child may be groomed and who they can turn to for help.	
Puberty and Changes					To recall key facts about puberty and the changing adolescent body, including physical and emotional changes.	To describe the physical and emotional changes that occur during puberty and suggest ways to manage them. To know where to get help and support for puberty issues or worries.

Noak Bridge RPSHE Curriculum Progression by theme

					To understand what menstrual wellbeing is, including the key facts of the menstrual cycle.	To know some of the changes that happen as someone grows up. To identify the range of feelings associated with change, transition to secondary school, and becoming more independent. To describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities.
						To identify different kinds of loving relationships. To describe the qualities that enable these relationships to flourish. To explain the importance of mutual respect in close relationships. To recognise how relationships may change or end and what can help to manage this.
						To describe some of the features of loving relationships. To explain what is meant by consent in a relationship. To describe how a baby is made. To explain what pregnancy means, how long it lasts, and where it occurs.
Knife Crime						To understand the term Knife Crime, the role of the bystander and that the responsibility to protect others from harm may come before being seen to be a good friend.
						To understand the legal implications of carrying a knife.
						To understand that carrying a knife is not a good strategy for staying safe; it increases the chances of being

Noak Bridge RPSHE Curriculum Progression by theme

						involved in a violent incident and the chances are that if the knife is drawn it will be used against the person carrying it.
						Knife Crime and Respect workshop led by Essex County Fire and Rescue Service.
Hate Crime						
						To understand that similarities and differences are both visible and invisible.
						To understand where our beliefs and values come from and how they can be influenced by opinions and attitudes of others.
						To understand the term 'Hate Crime' and how it can affect individuals and communities.
						To understand how to report hate crime.
						To understand that everyone has a part to play in challenging hatred.