PSHE Curriculum Flow

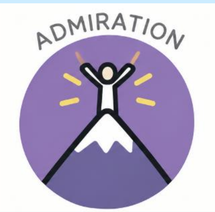
Curriculum Drivers



Curiosity



Communication



Admiration



Worldly









At Beaminster St Mary's, we want our children to develop the knowledge, skills and attributes they need to thrive both now and in the future. We believe that Personal, Social, Health and Economic (PSHE) education plays a vital role in helping children to stay healthy, safe and prepared for life. We want our pupils to become confident, resilient and respectful individuals who understand how to manage their emotions, build positive relationships, make informed choices and contribute positively to their communities. Our curriculum equips children with the knowledge and life skills needed to become responsible, active citizens who are prepared for the opportunities and challenges they may encounter throughout their lives. Our curriculum is based on the statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education. It builds upon the Personal, Social and Emotional Development curriculum within the Early Years Foundation Stage. Through SCARF, pupils explore the themes of Safety, Caring, Achievement, Resilience and Friendship.



Aims



The PSHE curriculum aims to ensure that all pupils:

- develop the knowledge, skills and understanding needed to make informed and responsible choices about their health, wellbeing and relationships.
- understand how to keep themselves safe, both online and offline, and know how to seek help when they need it.
- build positive relationships based on respect, kindness, empathy and understanding.
- develop resilience, confidence and emotional literacy so they can manage challenges and setbacks effectively.
- understand their rights and responsibilities as citizens and appreciate the importance of contributing positively to their school, local community and wider society.
- recognise and celebrate diversity, showing respect for different cultures, beliefs, families and lifestyles.
- become responsible, confident and active members of society who are prepared for the opportunities, responsibilities and experiences of later life.

Cohesive

In PSHE, pupils will build their knowledge and understanding around the key concepts that underpin personal development and wellbeing. It is the intention of this curriculum to support pupils to:

- **Develop an extensive knowledge base-** When pupils learn new concepts about relationships, health, safety, wellbeing and citizenship, these are linked to prior learning so that understanding becomes meaningful and transferable to real-life situations

- **Break down complex concepts into meaningful 'chunks' of content-** Components are carefully sequenced throughout the curriculum, allowing pupils to progressively develop their understanding without cognitive overload

- **Building motivation, confidence and resilience-** With regular opportunities for discussion, reflection and real-life application, pupils develop a strong understanding of themselves and others, enabling them to make positive choices and become active, responsible members of society

- **A progressive curriculum that prepares children for life-** Through revisiting and building upon key themes, pupils develop the knowledge, vocabulary and life skills needed to navigate an ever-changing world safely, confidently and successfully.

The concepts and their links are summarised below:



Substantive Knowledge

Develop a secure understanding of the key concepts of PSHE:

- ***Health and Wellbeing**: understanding how physical health, mental health and emotional wellbeing contribute to a healthy and balanced life.*
- ***Relationships**: understanding how to build and maintain positive, respectful relationships, recognising the qualities of healthy friendships and family relationships.*
- ***Keeping Safe**: understanding personal safety, risk, consent, boundaries and how to seek help in different situations, both online and offline.*
- ***Living in the Wider World**: understanding communities, diversity, citizenship, responsibilities, economic wellbeing and preparing for life in modern Britain.*
- ***Rights, Respect and Responsibility**: understanding individual rights and responsibilities and how personal actions impact others and the wider community.*
- ***Safety, Caring, Achievement, Resilience and Friendship (SCARF)**: providing the essential foundations that enable pupils to thrive socially, emotionally and academically.*

The concepts and their links are summarised below (cont):



Disciplinary Knowledge

Reflective Thinkers

- *Reflecting on personal experiences, thoughts, feelings and behaviours.*
- *Evaluating choices and considering how decisions affect themselves and others.*
- *Applying learning from PSHE to real-life situations and future challenges.*

Responsible Citizens

- *Understanding rights, responsibilities and the importance of contributing positively to society.*
- *Respecting diversity, inclusion and different viewpoints within communities.*
- *Making informed decisions that promote wellbeing, safety and positive relationships.*

Resilient and Caring Individuals

- *Developing emotional literacy, self-awareness and strategies for managing feelings.*
- *Building resilience by learning from setbacks, overcoming challenges and seeking support when needed.*
- *Showing empathy, kindness and respect towards others while maintaining healthy boundaries and relationships.*

Confident Communicators

- *Discussing sensitive topics respectfully and thoughtfully.*
- *Listening actively to others and expressing opinions appropriately.*
- *Seeking advice, support and guidance when necessary and knowing where to access reliable help.*

This disciplinary knowledge enables pupils to use and apply their substantive knowledge of ***Health and Wellbeing, Relationships, Keeping Safe, Living in the Wider World and Rights and Responsibilities*** *in meaningful and increasingly independent ways throughout their lives.*

Social and Emotional Learning

behavioural competencies or 'non-cognitive' skills that are thought to underpin success, such as motivation, perseverance, and self-control.

Understanding Ourselves

Self-Awareness
how we identify and process our emotions and reflect on our own strengths and identities

- Identifying emotions
- Accurate self-perception
- Recognising strengths, self-confidence & self-efficacy

Self-Management
how we set personal and collective goals, manage stress, cultivate hope, and demonstrate resilience and agency

- Impulse control
- Stress management
- Self-discipline
- Goal setting
- Organisational skills

Understanding Others

Social-Awareness
How we empathise, take the perspectives of others from similar and diverse backgrounds & co-create equitable and thriving communities.

- Understanding emotions
- Empathy/sympathy
- Appreciating diversity
- Respect for others

Relationship Skills
how we establish and maintain healthy relationships and collaboratively find solutions to challenges

- Communication
- Social engagement
- Relationship building
- Teamwork

Be responsible

Responsible Decisions
how we use a lens of curiosity to analyse situations, solve problems, and make decisions that promote collective well-being

- Identifying problems
- Analysing solutions
- Solving problems
- Evaluating & Reflecting
- Ethical responsibility

Substantive knowledge in key concepts

Developing self-efficacy as the pathway to self actualisation

Disciplinary Knowledge in key concepts

Accept
This is what is going on and this is how I feel.

Understanding and accepting 'where we are' is an important first step towards making positive change

Be
I want it to be better

We can learn to manage our own emotions, behaviour and communication and by doing things we believe in some way we can improve our situation.

Choose
What can I choose to do?

When we have choices we feel more empowered and are more confident to try new approaches, evaluate them and choose new ways forward based on the outcomes.

Do it!
Committing to action and having the confidence to take steps to help ourselves is a key life skill. Encourage self-praise and the acknowledgement of learning in all outcomes and how this may influence positive future action.

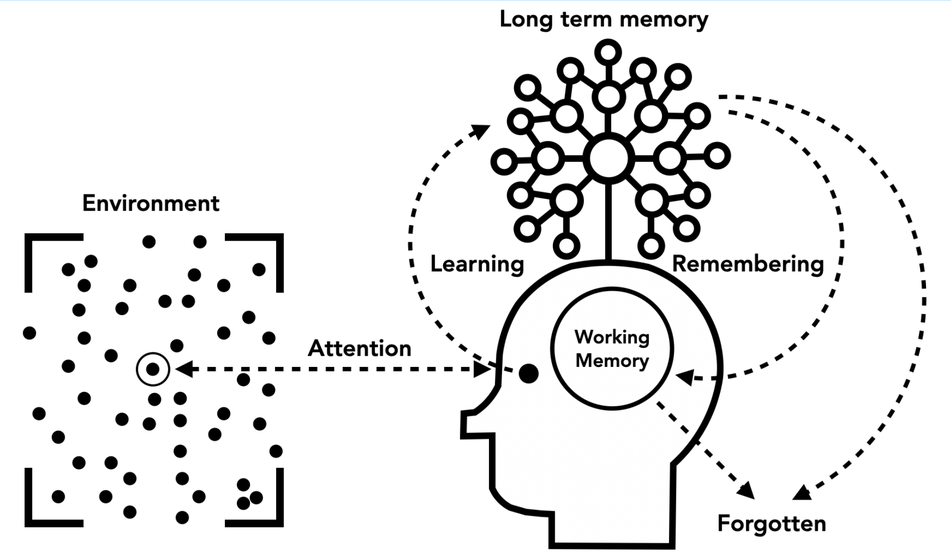
Curriculum Drivers

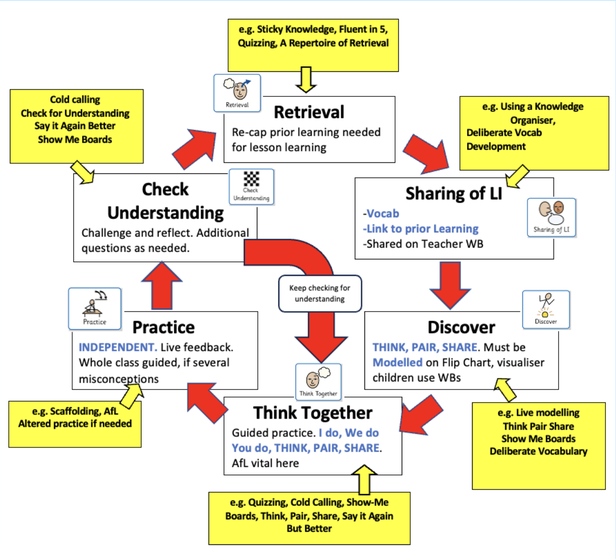
At **Beaminster St Mary's Academy**, we believe that our curriculum should provide children with more than the knowledge and skills set out in the National Curriculum. It should help them to **love each other, learn together and inspire all to succeed**, preparing them not only for the next stage of their education but for life beyond our school.

When designing and developing our curriculum, we consider the **needs of our children and families, our local community, our Christian vision and values, and the distinctive context and opportunities of living and learning in Beaminster and Dorset**. We want every child to develop a strong sense of who they are, their place within their community and their responsibility towards the wider world.

Our curriculum is underpinned by four key drivers: **Curiosity, Admiration, Communication and Worldly**. These drivers help us to identify the experiences, knowledge, skills and opportunities that we want every child to encounter during their time at Beaminster St Mary's. They are woven through our curriculum and wider school life, ensuring that our curriculum is **ambitious, enriching and purposeful**, while reflecting the needs and aspirations of our children.

Learning model and lesson design





Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

Curiosity



We want our children to be curious about themselves, each other and the world around them. We encourage them to ask questions, investigate, explore and develop a lifelong love of learning.

Communication



We want every child to develop the confidence and skills to express themselves, listen to others and communicate effectively. We place a strong emphasis on vocabulary, reading, speaking and listening, enabling children to participate fully in school, their community and wider society.

Admiration



We want our children to recognise and celebrate excellence, beauty, creativity, courage and achievement in themselves and others. Through our curriculum, children encounter inspiring people, ideas, places, achievements and examples of faith and character.

Worldly



We want our children to understand that they are part of a world much bigger than Beaminster. Our curriculum helps them to appreciate different cultures, communities, places, beliefs and perspectives, while understanding their own responsibilities towards others and the world we share.

PSHE at Beaminster St Mary's

National Curriculum

KS1

- **Me and My Relationships**: Understand that they are unique individuals and build positive relationships through kindness, respect, cooperation and effective communication.
- **Valuing Difference**: Show respect for differences between people and value diversity within their school and wider community.
- **Keeping Myself Safe**: Recognise how to keep themselves safe in different situations, identify trusted adults and know how and when to ask for help.
- **Rights and Responsibilities**: Understand basic rules, rights and responsibilities and recognise how their actions affect themselves, others and the wider community.
- **Being My Best**: Understand the importance of keeping their bodies and minds healthy and develop resilience, confidence and independence when facing challenges.
- **Growing and Changing**: Recognise and name a range of emotions, understand different types of families and friendships, and develop strategies for managing feelings and change.

KS2

- **Me and My Relationships**: Understand how to build and maintain positive, respectful relationships while recognising and managing emotions effectively.
- **Valuing Difference**: Understand and respect diversity, treating others fairly, kindly and inclusively.
- **Keeping Myself Safe**: Understand how to identify, assess and manage risks, and know how to keep themselves safe both online and offline.
- **Rights and Responsibilities**: Understand their rights and responsibilities as individuals and citizens, and how their actions impact others and the wider community.
- **Being My Best**: Understand how to make healthy choices that support physical health, mental wellbeing, resilience and personal achievement.
- **Growing and Changing**: Understand how people grow and change through life, including physical, emotional and social development, and how to manage these changes positively

Our Big Ideas that link the learning: Substantive

- Me and My Relationships
- Keeping Safe
- Being my Best
- Valuing Differences
- Rights and Respect
- Growing and Changing

Second Order Concepts: Disciplinary

- Positive Connections
- Health and Wellbeing
- Identity and Change

Focused, Ambitious and Rigorous - This curriculum document sets out what it means 'to get better' at PSHE. Children are progressing in PSHE if they are building both their substantive and disciplinary knowledge. The essential knowledge required for children to become healthy, safe, responsible and active members of society has been identified and organised into key concepts.

• **Substantive knowledge** is knowledge of the content of PSHE, such as understanding health and wellbeing, positive relationships, personal safety, rights and responsibilities, citizenship and living in the wider world.

• **Disciplinary knowledge** is knowledge of the practices of PSHE. This teaches pupils how to apply their knowledge thoughtfully in real-life situations, make informed decisions, communicate effectively, manage relationships, reflect on their experiences and contribute positively to their communities. This involves pupils learning and applying disciplinary knowledge throughout all aspects of their PSHE journey.

The curriculum is designed to be rigorous through embedding disciplinary knowledge within the substantive knowledge content. This enables pupils to use disciplinary knowledge together with substantive knowledge to develop confidence, resilience, empathy and responsible decision-making. Through this approach, pupils become increasingly equipped to manage the opportunities and challenges they encounter both now and in the future. The focused identified knowledge can be found in the progression tables below, set against the statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education for each year group.

Relevant- This curriculum has been personalised by individual schools through identifying the specific knowledge, skills and experiences that are most pertinent to their context. It has been made relevant through careful consideration of the needs of the community and the lived experiences of the children. A common example of this can be seen where a school makes the curriculum relevant by adapting aspects of the **Keeping Safe**, **Relationships** or **Mental Wellbeing** concepts in response to identified local needs, safeguarding priorities, contemporary issues or the needs of particular groups of pupils. This ensures that learning is meaningful, engaging and applicable to children's everyday lives.

Appropriate - Our curriculum aims to create a pathway for our children to assemble small ideas together, building into concepts which link and connect, creating a powerful mental framework of the big ideas of PSHE. It aims to demonstrate how prior knowledge is revisited, built upon and strengthened over time, leading to increasing understanding, confidence and independence. Children gradually develop their understanding of themselves, their relationships, their health and wellbeing, their responsibilities and their place within the wider world. Through carefully sequenced learning, pupils build expertise over time, enabling them to engage with increasingly complex concepts and real-life situations in an informed, respectful and responsible manner. This progression can be seen in the diagrams below.

Early	Novice	Growing Expertise
Through deliberate and structured opportunities, early learners experience the social and emotional world around them. They benefit from explicit teaching of feelings, relationships, routines and associated vocabulary in small, iterative steps. They talk about themselves, their families and their experiences in a variety of contexts. They begin to recognise emotions, understand simple rules for keeping safe and healthy, and develop an awareness of how their actions affect others.	Novice learners require the essential knowledge, vocabulary and skills of PSHE to be explicitly taught so that it is secure before moving on to new content. Learning is sequenced in small, iterative steps, with clear links made between new and prior knowledge. There are regular opportunities to acquire substantive and disciplinary knowledge through discussion, reflection and real-life application. Pupils use this knowledge to recognise emotions, build positive relationships, make safe choices and understand their responsibilities within school and the wider community.	As children gain more knowledge, they become increasingly able to draw on prior learning to respond thoughtfully to situations they encounter. They are able to think more critically about relationships, health, wellbeing, safety and citizenship. They increasingly link their knowledge and experiences, make informed decisions, regulate their emotions effectively and act with greater independence, resilience, empathy and responsibility in a range of contexts.

Sequenced and Progressive

Through the careful consideration of the sequencing of the curriculum, ensuring that knowledge builds on and grows from previous learning, the curriculum has become the progression model. The sequences of knowledge are exposed in the pathways for single and mixed-age classes below. The rationale for these is summarised in the flow charts that follow. There has been careful consideration of the cohesion between the PSHE, Relationships Education, Health Education, RSE, Computing and wider curriculum to ensure that children are only applying previously acquired knowledge and skills whilst making meaningful connections across different areas of learning.

The Story of PSHE

The concepts of **Health and Wellbeing** and **Keeping Safe** contain the foundational knowledge that allows children to engage successfully with the wider PSHE curriculum. Without this understanding, children may find it difficult to make informed choices, manage relationships or navigate challenges they encounter in everyday life. The concepts of **Relationships**, **Living in the Wider World**, and **Rights and Responsibilities** build upon these foundations, helping children develop increasing independence, resilience and social awareness. Whilst each concept contains its own body of knowledge, they are carefully sequenced so that learning revisits and builds upon prior understanding, allowing pupils to make stronger connections over time.

How the Substantive and Disciplinary Concepts Interlock

Keeping Safe establishes the knowledge and strategies pupils need to protect themselves physically, emotionally and online;

Health and Wellbeing develops children's understanding of physical health, mental health, emotional literacy and self-care;

Relationships enables pupils to build and maintain positive, respectful and healthy relationships with others;

Rights and Responsibilities helps children understand fairness, respect, inclusion and the impact of their actions within communities;

Living in the Wider World enables pupils to understand citizenship, diversity, economic wellbeing and their role within modern society;

These concepts develop the knowledge, skills and attributes needed for lifelong wellbeing and positive participation in society.

Our Big Ideas

1. Me and My Relationships

Me and my Relationships provides the foundations for children to understand themselves and build positive relationships with others. Pupils learn to recognise and manage emotions, communicate effectively, develop healthy friendships and show respect and empathy towards others. Progression focuses on building confidence, self-awareness and relationship skills, moving from recognising feelings and making friends in the early years to developing resilience, self-regulation and effective communication by Year 6. By developing these skills, pupils are better equipped to maintain positive wellbeing and contribute positively to their communities. Me and My Relationships underpins success across all areas of the PSHE curriculum

2. Valuing Difference

Valuing Difference provides the foundations for children to understand, respect and celebrate diversity within their school, community and wider world. Pupils learn to recognise similarities and differences between people, challenge stereotypes and develop empathy, kindness and respect for others. Progression focuses on building awareness, acceptance and inclusion, moving from recognising individual differences in the early years to understanding diversity, equality and fairness by Year 6. By developing these skills, pupils are better equipped to build positive relationships, contribute to inclusive communities and show respect for everyone. Valuing Difference underpins children's development as respectful and responsible citizens.

3. Keeping Safe

Keeping Safe provides the foundations for children to recognise risks, make safe choices and know how to protect themselves in different situations. Pupils learn how to stay safe and healthy, manage risks, understand boundaries and know where to seek help and support. Progression focuses on building awareness, confidence and responsibility, moving from identifying trusted adults and basic safety rules in the early years to assessing risk, making informed decisions and understanding personal responsibility by Year 6. By developing these skills, pupils are better equipped to keep themselves safe both online and offline and make positive choices throughout their lives. Keeping Safe underpins children's wellbeing and personal development.

4. Rights and Respect

Rights and Responsibilities provides the foundations for children to understand their role within their school, community and wider world. Pupils learn about fairness, responsibility, rules, rights and how their actions can positively impact others and the environment. Progression focuses on building awareness, responsibility and active citizenship, moving from understanding simple rules and responsibilities in the early years to recognising rights, making informed choices and contributing positively to society by Year 6. By developing these skills, pupils are better equipped to become respectful, responsible and active members of their communities. Rights and Responsibilities underpins children's understanding of citizenship and social responsibility.

5. Being My Best

Being My Best provides the foundations for children to develop confidence, resilience and healthy lifestyles. Pupils learn how to look after their physical and mental wellbeing, set goals, recognise their strengths and persevere when facing challenges. Progression focuses on building independence, self-belief and healthy habits, moving from making simple healthy choices in the early years to setting personal goals, managing challenges and taking responsibility for their wellbeing by Year 6. By developing these skills, pupils are better equipped to achieve their potential and become lifelong learners. Being My Best underpins children's health, achievement and personal growth.

6. Growing and Changing

Growing and Changing provides the foundations for children to understand how they develop physically, emotionally and socially throughout life. Pupils learn about personal growth, changing bodies, relationships, emotions and how to manage transitions with confidence. Progression focuses on building self-awareness, resilience and independence, moving from recognising growth and change in the early years to understanding puberty, personal identity and increasing responsibility by Year 6. By developing these skills, pupils are better equipped to navigate change, maintain positive wellbeing and prepare for the next stage of their lives. Growing and Changing underpins children's personal development and lifelong wellbeing.

PSHE Curriculum Overview

	Autumn		Spring		Summer	
EYFS	1. Me and My Relationships	2. Valuing Difference	3. Keeping Safe	4. Rights and Respect	5. Being My Best	6. Growing and Changing
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

PSHE Progression at Beaminster St Mary's

EYFS

- GC- Growing and changing
- BMB- Healthy bodies and healthy minds
- RR- Rights and responsibilities
- KS- Keeping safe
- VD- Respecting difference
- MMR- Building relationships

Year 1

- MMR- Feelings and emotions
- VD- Recognising diversity
- KS- Taking care of myself
- RR- Caring for the environment
- BMB- Being the best I can be
- GC- Life cycles

Year 2

- GC- Changes in me
- BMB- Growth mindset
- RR- Helping others
- KS- Safe secrets and medicines
- VD- Bullying and respect
- MMR- Friendship skills

Year 3

- MMR- Cooperation and conflict resolution
- VD- Celebrating differences
- KS- Managing risks
- RR- Communities and citizenship
- BMB- Developing resilience
- GC- Personal growth

Year 4

- GC- Puberty and change
- BMB- Mental wellbeing
- RR- Rights and responsibilities
- KS- Influences and peer pressure
- VD- Diversity and inclusion
- MMR- Healthy relationships

Year 5

- MMR- Managing relationships
- VD- Equality and diversity
- KS- Keeping safe online and offline
- RR- Economic wellbeing
- BMB- Aspirations and goal setting
- GC- Changes during puberty

Year 6

- GC- Moving on and growing up
- BMB- Preparation for transition
- RR- Global citizenship
- KS- Managing risks
- VD- Challenging stereotypes
- MMR- Assertiveness and communication

Me and My Relationships - Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise and name simple emotions; understand how actions affect others; begin to form positive relationships; take turns and share; identify trusted adults who can help.	Identify a wider range of feelings; develop friendship skills; understand kind and unkind behaviours; communicate needs and feelings appropriately; learn strategies for resolving simple disagreements.	Recognise the impact of actions on others; develop cooperation and teamwork skills; understand the qualities of a good friend; manage conflict positively; identify ways to seek support	Develop self-awareness and self-worth; recognise different types of relationships; practise active listening and effective communication; understand how to manage disagreements respectfully.	Build resilient friendships; recognise peer influence; develop empathy and respect for others' viewpoints; use problem-solving strategies to manage conflict and maintain positive relationships.	Understand healthy and unhealthy relationships; develop assertiveness skills; manage social pressures; demonstrate respect for boundaries; recognise when and how to seek support for relationship concerns.	Apply communication and negotiation skills in complex situations; manage changing relationships confidently; understand the importance of mutual respect, trust and consent; prepare for relationship challenges associated with transition to secondary school.
Generalisation	All friends can help us feel happy and safe.	Only kindness helps relationships grow.	Our actions affect other people.	Good communication helps solve all problems.	Friends do not always agree.	Healthy relationships require mutual respect.	Relationships change over time.

Valuing Difference- Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise similarities and differences between people; understand that everyone is unique and special; show kindness and respect towards others; begin to understand how actions can affect people's feelings.	Recognise and celebrate similarities and differences; understand the importance of kindness and inclusion; identify unkind behaviour; learn how to be a good friend to everyone.	Understand that people may have different backgrounds, beliefs and experiences; recognise stereotypes; show respect for differences; understand how bullying can affect others	Recognise and challenge unfair behaviour; develop empathy towards others; appreciate different viewpoints and experiences; understand the importance of inclusion and respect.	Explore diversity within local and wider communities; understand prejudice and discrimination in age-appropriate contexts; value the contributions of different people; promote inclusion.	Recognise and challenge stereotypes; understand the impact of discrimination; show respect for different identities, cultures and beliefs; demonstrate empathy and acceptance.	Evaluate the impact of prejudice, discrimination and exclusion; actively challenge stereotypes and unfairness; celebrate diversity and promote equality; understand how diversity strengthens communities.
Generalisation	Everyone is different.	Differences make people unique.	People can be different and still belong.	We may not always agree with others.	Assumptions about people are not always accurate	Fairness is everyone having the same thing.	Diversity strengthens communities.

Keeping Safe- Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand basic safety rules at home, school and in the community; identify trusted adults who can help; recognise safe and unsafe situations; begin to understand the importance of keeping personal information private.	Recognise everyday risks and hazards; understand how to stay safe near roads, medicines and unknown substances; identify trusted adults and learn how to ask for help.	Understand the difference between safe and unsafe secrets; recognise unsafe situations; learn basic online safety rules; understand how to respond if they feel worried or uncomfortable.	Recognise and assess simple risks in different situations; understand strategies for staying safe online and offline; identify influences on decision-making; know how to access help and support.	Understand the consequences of risk-taking behaviour; recognise peer influence; develop strategies for resisting pressure; understand personal boundaries and how to respond to unsafe situations.	Evaluate risks in a range of real-life situations; understand online safety, privacy and digital responsibility; recognise unsafe relationships and inappropriate behaviour; know when and how to seek support.	Apply risk-management skills in increasingly complex situations; understand personal responsibility for safety and wellbeing; recognise potential dangers in relationships, online environments and wider society; prepare for managing risks associated with increased independence and transition to secondary school.
Generalisation	All adults keep us safe.	Safe choices help to prevent harm.	All secrets should be kept.	All situations can carry different risks.	People always make safe choices, even when they know the risks.	Things that seem safe are always safe.	You should manage your own risks alone.

Rights and Respect- Knowledge Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Understand basic safety rules at home, school and in the community; identify trusted adults who can help; recognise safe and unsafe situations; begin to understand the importance of keeping personal information private.	Recognise everyday risks and hazards; understand how to stay safe near roads, medicines and unknown substances; identify trusted adults and learn how to ask for help.	Understand the difference between safe and unsafe secrets; recognise unsafe situations; learn basic online safety rules; understand how to respond if they feel worried or uncomfortable	Recognise and assess simple risks in different situations; understand strategies for staying safe online and offline; identify influences on decision-making; know how to access help and support. Children learn that safe choices require careful thinking and personal responsibility.	Understand the consequences of risk-taking behaviour; recognise peer influence; develop strategies for resisting pressure; understand personal boundaries and how to respond to unsafe situations. Children develop greater independence in managing risks and making safe decisions.	Evaluate risks in a range of real-life situations; understand online safety, privacy and digital responsibility; recognise unsafe relationships and inappropriate behaviour; know when and how to seek support.	Apply risk-management skills in increasingly complex situations; understand personal responsibility for safety and wellbeing; recognise potential dangers in relationships, online environments and wider society; prepare for managing risks associated with increased independence and transition to secondary school.
Generalisation	All adults can help me	Medicines are always safe because they make people better	All secrets must be kept; strangers are the only people who can be unsafe	online environments are less risky than real life	saying 'no' will always damage friendships and boundaries are the same for everyone.	People online are always who they say they are and deleting content removes it permanently	Being independent means handling everything alone

Being my Best- Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Develop confidence in trying new activities; understand the importance of healthy eating, exercise, rest and hygiene; recognise personal strengths and achievements; begin to set simple goals.	Identify ways to keep their bodies healthy; recognise personal strengths; develop perseverance when faced with challenges; understand the importance of making positive choices.	Understand how physical activity, nutrition and hygiene support wellbeing; develop independence and responsibility; set and work towards simple goals; recognise achievements in themselves and others.	Recognise factors that support physical and emotional wellbeing; develop resilience when facing challenges; understand the importance of a balanced lifestyle; set realistic goals and reflect on progress.	Understand how lifestyle choices affect health and wellbeing; develop strategies for maintaining good mental and physical health; build confidence in identifying strengths and areas for improvement.	Understand how to maintain a healthy lifestyle; recognise the links between physical health, mental wellbeing and achievement; develop self-motivation and resilience; set challenging but achievable goals. **Children learn that wellbeing, perseverance and self-belief help them reach their potential.**	Apply knowledge of healthy lifestyles to make informed choices; demonstrate resilience and responsibility; manage setbacks positively; reflect on personal growth and prepare for increased independence and new challenges.
Generalisations	Healthy choices only include eating fruit and vegetables.	If something is difficult, it means I am not good at it. Healthy people never get ill.	Success happens without effort. Mistakes mean failure.	People are either naturally good at something or not. Challenges should always be avoided.	Confidence means never feeling worried or nervous. Everyone should achieve goals at the same pace.	Mental wellbeing is not as important as physical health. Asking for help is a sign of weakness.	Independence means handling everything alone. Wellbeing is solely an individual's responsibility.

Growing and Changing- Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise that people grow and change over time; identify body parts; understand how they have changed since they were a baby; know that families care for and support them.	Understand stages of growth from baby to adult; recognise ways they have changed since they were younger; identify people who help them grow and learn.	Recognise that change can bring different feelings; understand ways to manage worries about change; identify positive changes in their lives.	Understand that people experience physical and emotional changes as they grow; recognise that individuals develop at different rates; develop strategies for coping with change	Understand the physical and emotional changes associated with puberty; know how personal hygiene needs may change; identify trusted adults who can provide support.	Explore puberty in greater detail, including emotional and physical changes; understand the importance of self-care and hygiene; recognise how feelings and relationships may change during adolescence.	Understand human reproduction in the context of the human life cycle; recognise increasing independence and responsibility; prepare for transition to secondary school and adolescence.
Generalisations	All families are the same.	Everyone grows at the same rate; growing up only means getting taller.	Change is always bad or something to be worried about.	Everyone goes through changes at the same time; there is a 'normal' rate of development.	puberty starts at the same age for everyone.	Everyone experiences puberty in the same way.	Growing up means becoming an adult immediately; everyone feels the same about adolescence and transition