



PSHE and RSE progression

This overview explains how children's personal, social, health and economic education develops from Reception to Year 6 at Sparkwell All Saints Primary School. It includes relationships, health and growing up, helping families see how children build the knowledge and practical skills to care for themselves and others.

Building learning over time

The mixed-age progression is organised into Reception, Years 1/2, Years 3/4 and Years 5/6. Children revisit important ideas with increasing depth, moving from recognising feelings and following simple safety routines to evaluating situations, making informed choices and seeking appropriate support.

Phase	Broad progression
Reception	Recognising feelings, building friendships and practising everyday routines through play and adult support. Beginning to make choices, express needs and ask trusted adults for help.
Years 1 and 2	Recognising and naming feelings, relationships, needs and risks. Practising simple routines, respectful language and asking trusted adults for help.
Years 3 and 4	Explaining reasons, considering other people's perspectives and applying strategies in a wider range of situations. Developing greater independence while recognising when adult help is needed.
Years 5 and 6	Evaluating influences, recognising more complex risks and managing choices and relationships with growing independence. Using clear reasoning, maintaining boundaries and knowing how to access support.

Curriculum strands

My healthy self • Connecting with others • The online world • Citizenship • Staying safe • Health protection • Growing up

Knowledge and skills are presented together for each phase. Year 6 sex education is identified separately within the growing up section, reflecting its separate designation in the curriculum materials.

Curriculum source

Adapted and summarised from the supplied Kapow Primary Reception and mixed-age RSE and PSHE progression materials. This is a parent-facing overview of progression rather than a lesson-by-lesson teaching schedule.



My healthy self

Children learn to recognise emotions, look after their wellbeing and understand how everyday choices affect physical and mental health.

Phase	Knowledge children develop	Skills children practise
Reception	Know that people experience different feelings and adults can help them feel calmer. Understand that sleep, rest, movement, food and water help their bodies, teeth need daily cleaning and kindness helps people feel included.	Name common feelings in themselves and others. Accept comfort and support, recognise tiredness and explore movement. Practise putting toothpaste on a brush and brushing top and bottom teeth. Begin to discuss food and drink choices.
Years 1/2	Recognise a range of emotions and understand that feelings change. Know that rest, sleep, talking and calming activities can help. Understand that unkindness affects feelings. Know the value of daily activity, toothbrushing, drinking water and a varied diet.	Name feelings and notice facial expressions and body signals. Explain simple reasons for emotions and ask a trusted adult for help. Identify calming activities and movement breaks. Sort familiar foods and practise toothbrushing movements.
Years 3/4	Understand that feelings can vary in strength and affect behaviour. Know that mental health matters and help is available. Understand how sleep, friendships and interests support wellbeing, and how bullying can affect confidence. Know the roles of food groups and physical activity.	Use more precise emotional vocabulary and recognise when support is needed. Develop calming strategies and positive self-talk. Reflect on the effect of bullying. Plan healthy choices, describe a balanced diet and recognise everyday opportunities to be active. Identify tooth types and care for teeth through linked science learning.
Years 5/6	Understand links between thoughts, feelings and responses, and recognise signs that someone may need support. Know that professionals and confidential services can help. Understand how inactivity, food choices and sleep affect health, and why dental hygiene matters.	Communicate feelings respectfully and choose strategies suited to the situation. Reflect on sources of support and the impact of bullying. Plan regular activity and distinguish activity intensity. Evaluate food influences and labels, identify reliable guidance and explain a balanced relationship with food.

How learning develops

Learning moves from identifying feelings and practising healthy routines to explaining their effects, evaluating influences and choosing appropriate strategies and support.



Connecting with others

Children explore caring relationships, respect, belonging, boundaries and ways to manage difficulties with others.

Phase	Knowledge children develop	Skills children practise
Reception	Know that families care for children and all families are different. Understand that friends can want different things, everyone has feelings and deserves kindness, and trusted adults can help with worries or unkind behaviour.	Talk about family and important people. Play co-operatively, share, take turns and use kind words. Begin to resolve disagreements with words, identify likes and dislikes, talk positively about themselves, notice differences and tell a trusted adult when someone is being unkind.
Years 1/2	Know that families can look different and provide care and support. Understand qualities of a good friend, the importance of kindness and that disagreements happen. Know that everyone deserves respect, personal space and help if a relationship feels unsafe.	Describe important people and how they help. Practise listening, turn-taking and polite language. Ask permission before touching or borrowing. Use simple boundary statements, talk about disagreements and identify trusted adults. Recognise unkindness and celebrate strengths and differences.
Years 3/4	Understand different family structures and challenges, and the importance of feeling safe and supported. Recognise healthy friendship qualities, the effects of bullying and discrimination, and the importance of physical, emotional and digital boundaries.	Consider how to be a good friend and respond to unhealthy behaviour. Practise negotiation, compromise and calm disagreement. Communicate boundaries and respect others' choices. Challenge unfair treatment, reflect on achievements and identify adults who can help in different settings.
Years 5/6	Understand commitment, caring responsibilities and how relationships change. Recognise controlling or unhealthy behaviour and know that support is available. Understand consent, changing boundaries, stereotypes and the roles people can play in bullying situations.	Evaluate relationships and friendship pressures. Resolve conflict assertively, reflect on behaviour and recognise when to compromise or stand firm. Maintain boundaries, challenge unfairness respectfully and act safely when witnessing bullying. Seek help independently and report concerns clearly.

How learning develops

Children progress from simple acts of kindness and asking for help to understanding complex relationships, maintaining boundaries and responding thoughtfully to pressure, conflict and unfairness.



The online world

Children learn to use digital spaces respectfully, protect information and recognise how online experiences can affect wellbeing.

Phase	Knowledge children develop	Skills children practise
Reception	Know that familiar devices can connect to the internet and polite behaviour matters online. Understand that information may be untrue, some material is unsuitable for children and personal information and images need protection.	Recognise everyday online activities and distinguish these from activities in person. Ask a trusted adult to check unfamiliar content before using it. Notice when screen time interrupts other activities and tell an adult when something online feels worrying or unsafe.
Years 1/2	Know that everyday devices can connect to the internet. Understand that online behaviour should be polite, information may be untrue and some content is unsuitable for children. Know that personal information and images need protection.	Recognise when they are online and describe online activities. Ask before using unfamiliar websites or sharing images. Notice content that causes worry or discomfort and tell a trusted adult. Recognise that screen time can interrupt other activities.
Years 3/4	Understand that online communication can be misunderstood and that bullying can happen online. Know that shared information may be difficult to control, some sites have age restrictions and online claims may be misleading.	Compare online and face-to-face communication. Communicate respectfully, consider friend requests and question information from searches. Compare sources, recognise unsuitable content and practise reporting worries. Learn to preserve evidence of concerning online behaviour with support.
Years 5/6	Understand that online interactions can help or harm wellbeing. Know that influencers may be paid to promote products, online content can be edited and services can collect personal data. Understand the importance of reporting and seeking support.	Evaluate online information, including fact and opinion. Consider how advertising and influencers shape choices and self-esteem. Make informed decisions about requests for information. Recognise harassment, pressure and offensive language, and use reporting, blocking and help-seeking strategies.

How learning develops

The emphasis develops from basic safety and kindness to critical evaluation, privacy, recognising manipulation and managing online experiences with increasing independence.



Citizenship

Children develop a sense of responsibility, explore communities and learn how money, decisions and public institutions affect people's lives.

Phase	Knowledge children develop	Skills children practise
Reception	Know that trying and practising helps them improve, people have different opinions and everyone has a role in caring for the classroom.	Share opinions in groups, work towards a simple goal with adult support and follow classroom rules. Take part in tidying, sharing and voting. Recognise right and wrong choices in familiar situations and practise listening.
Years 1/2	Know that people have different needs and views. Understand why rules matter and why voting does not always give everyone their preferred outcome. Recognise different coins and notes, caring responsibilities and ways people earn money.	Give reasons for opinions and listen to others. Describe groups they belong to and ways to care for the school and local environment. Take part in simple decisions, discuss different jobs and explain why babies and young children need adult care.
Years 3/4	Understand that rights relate to basic needs, with responsibilities towards people, animals and the environment. Know that money choices can involve budgets and borrowing. Understand stereotypes and the role of the local council.	Recognise the value of money, connect strengths and skills with jobs and challenge gender stereotypes. Discuss choices about spending. Identify recyclable materials, suggest sustainable choices, describe local government and explain how rights can be supported.
Years 5/6	Understand that borrowing may involve interest and gambling risks losing money. Know that laws protect rights and that discrimination is unfair. Understand the roles of community groups, pressure groups, Parliament, government and taxation.	Distinguish needs and wants, explain ways to safeguard money and consider gambling risks. Recognise job stereotypes and unfair treatment. Discuss local issues, debate viewpoints, take part in a simulated council enquiry and explain ways people can influence decisions.

How learning develops

Learning broadens from classroom rules, belonging and simple money awareness to rights, financial judgement, democratic participation and the influence of public institutions.



Staying safe

Children learn to recognise unsafe situations, protect personal boundaries and obtain help at home, outside and in relationships.

Phase	Knowledge children develop	Skills children practise
Reception	Know that they should tell a trusted adult when they feel worried or unsafe. Understand that trusted adults can help with worries and some adults may ask them to stop, wait or move away to keep them safe.	Recognise uncomfortable, worried or unsafe feelings and identify adults who can help. Practise walking safely near roads with an adult and listen to and follow simple safety instructions.
Years 1/2	Know that their body belongs to them and some parts are private. Understand that uncomfortable secrets should be shared with a trusted adult. Know simple road and water safety rules, common household hazards and that medicines and cleaning products require adult supervision.	Recognise safe and unsafe touch and use clear words to express discomfort. Name trusted adults and practise asking for help. Identify safe places to walk, explain how to cross with adult help, recognise hazards and identify emergency situations.
Years 3/4	Understand personal and online boundaries and that unsafe behaviour can come from someone known to them. Know that road and water environments carry different risks. Recognise household warning symbols and understand risks associated with smoking, vaping, alcohol and misuse of medicines.	Recognise inappropriate questions, touch or requests for secrecy. Practise reporting concerns and identify adults who can help in different settings. Explain safer road crossing and water choices, identify household hazards and distinguish emergency from non-emergency help.
Years 5/6	Recognise pressure, coercion and manipulation, including online. Understand that permission can be withdrawn and concerns should be reported even if someone asks for secrecy. Know risks around roads, railways, water, hazardous environments and harmful substances.	Set boundaries and refuse unsafe requests. Report concerns clearly and independently. Assess risks in unfamiliar places, recognise peer pressure and choose safer actions. Explain emergency responses and consider influences on decisions about drugs, alcohol, tobacco and vaping.

How learning develops

Children move from following simple safety rules to assessing context, identifying pressure and making reasoned decisions while knowing when adult or emergency support is essential.



Health protection

Children learn practical ways to reduce illness and injury, describe health concerns and respond appropriately when someone needs help.

Phase	Knowledge children develop	Skills children practise
Reception	Know that washing hands helps keep them clean and healthy. Understand that adults can help with personal care needs they cannot yet manage alone.	Practise washing hands at appropriate times and ask an adult for help when they cannot meet a personal need independently.
Years 1/2	Know that germs can be carried on hands and surfaces and that handwashing helps prevent illness. Understand the role of health professionals and some medicines. Know simple sun safety measures, that injuries should be reported and that 999 is for emergencies.	Practise handwashing and recognise when it is needed. Distinguish minor injuries from more serious concerns. Choose suitable clothing for the weather, describe simple symptoms and identify situations needing urgent adult help.
Years 3/4	Understand how germs spread and how hygiene, vaccination and medical advice help protect health. Know that serious bleeding, choking and breathing difficulties need urgent help. Understand sun damage, protective measures and the importance of following health advice.	Explain how to reduce infection, describe symptoms clearly and decide when adult or professional help is needed. Practise an emergency call and giving a location. Recognise situations requiring first aid, adult assistance or emergency services, and use sun protection appropriately.
Years 5/6	Understand that an unconscious person who is not breathing normally needs an emergency response. Know the purposes of CPR and defibrillators, and why casualties should not be moved unless in immediate danger. Understand the importance of following emergency instructions and avoiding hoax calls.	Recognise medical emergencies and assess whether it is safe to approach. Practise basic first-aid responses such as the recovery position in teaching activities. Make clear emergency calls, identify appropriate reasons to call 999 and explain how to stay safe while waiting for help.

How learning develops

The progression moves from hygiene and telling an adult to explaining prevention, communicating health concerns accurately and learning appropriate emergency responses. Practical first aid develops through guided teaching.



Growing up

Children learn about bodily change, personal privacy and increasing independence, using accurate vocabulary and respectful discussion.

Phase	Knowledge children develop	Skills children practise
Reception	Know that growing older involves learning to do more things for themselves.	Identify things they can do independently and recognise when they still need adult help.
Years 1/2	Understand that bodies have similarities and differences, grow over time and deserve respect. Know that some body parts are private and learn correct anatomical names. Understand that growing up brings greater independence.	Identify physical changes since babyhood and things they can now do independently. Express personal boundaries, respect privacy and identify a trusted adult to approach with questions or concerns.
Years 3/4	Know that puberty brings physical and emotional changes at different times for different people. Understand the basics of menstruation and that periods are a normal part of development. Know how to seek support and use respectful vocabulary about bodies.	Describe some changes during adolescence and consider their emotional effects. Communicate boundaries clearly. Discuss questions and worries with trusted adults and recognise the importance of kindness and respect.
Years 5/6	Understand a wider range of puberty changes, including menstruation, erections, wet dreams and changing emotions. Know the importance of personal hygiene, managing periods and obtaining help. Understand that the timing of development varies.	Describe physical and emotional changes in greater detail. Explain the menstrual cycle and practical ways to manage changes. Challenge disrespectful attitudes, maintain personal boundaries and ask questions or seek support confidently.

How learning develops

Learning develops from recognising growth and privacy to understanding puberty in greater detail and managing change with confidence and respect.

Year 6 sex education

This section covers non-statutory sex education. Pupils learn accurate vocabulary for reproductive organs, how conception and pregnancy occur and how babies develop and are born. They discuss different routes to becoming a parent, including IVF and adoption, and ask respectful questions about reproduction and relationships.