



Welbourn Church of England Primary School  
 PHSE Progression  
 'Believe, Excite, Succeed, Together'



Topic	Reception	KSI		LKS2		UKS2	
		Cycle A (5-8)	Cycle B (5-8)	Cycle A (8-11)	Cycle B (8-1)	Cycle A (8-11)	Cycle B (8-11)
Keeping and staying safe	<p>To identify risks and to keep ourselves and others safe.</p> <p>To understand that rules help to keep ourselves and others safe.</p> <p>(play fights, visits to the seaside, at the shopping centre, playing at the park, crossing the road)</p>	<p><b>Road safety</b>            To know why it is important to stay safe on the roads.            To recognise a range of safe places to cross the road.            To know the difference between safe and risky choices.            To know different ways to stay safe.</p>	<p><b>Tying shoe laces</b>            To know why shoe laces should be tied.            To know how to tie shoe laces properly.            To know rules to keep myself and others safe.            To know the differences between safe and risky choices.</p>	<p><b>Staying safe - windows</b>            To recognise a range of warning signs.            To be able to spot dangers we may find in the home.            To know the importance of following instructions from trusted adults.            To understand how we can keep ourselves and others safe at home.            To explain potential risks.</p>	<p><b>Cycle Safety</b>            To know strategies we can use to keep ourselves and others safe.            To recognise the impact and consequences of an accident or incident.            To identify what is a risky choice.            To identify how to keep safe and create a set of rules to help other.</p>	<p><b>Peer pressure</b>            To know ways to keep ourselves and other safe.            To know ways to manage peer pressure.            To explain potential outcomes that may happen when we take risks.            To recognise the impact and possible consequences of an accident or incident.</p>	<p><b>Water safety</b>            To recognise a range of danger signs.            To develop and name strategies that can help keep ourselves and others safe near water.            To recognise the impact of an accident and incident.</p>
Additional units/opportunities	Routine week Road safety workshop	Routines week Road Safety week Road Safety workshop, crossing the road and wearing a seatbelt (Stay Safe partnership) Water safety, sun safety		Routines week Road Safety week Road Safety workshop, including wearing a helmet and seatbelts (Stay Safe partnership) Summer term sun safety, water safety		Routines week Road Safety week Bikeability Swimming (water safety week) Sun safety	
Vocabulary	Lost Friend Road Look	Community Choice, risk Safe, avoid Situation	Laces Buckle Velcro Trip, fall	PCSO Appliances Dangerous Chemicals	Statement Opinion Fact Strategy	Peer pressure Encourage Risk Risk assessment	Danger Consequences Water safe Water pollution

	Stop Listen Check Safe	Pedestrian Zebra crossing Pelican crossing Puffin crossing Toucan crossing	Accident Unsafe/ safe	Warning signs Pressure Permission Community	Junction Cycle safety helmet	Support network	Hidden currents Warning flag Temperature Chemicals
Keeping and staying healthy	To develop an understanding of the importance of making healthy choices.  (washing hands, allergies, brushing teeth, eating greens, being poorly, germs, bedtime)	<u>Washing hands</u> To know why we need to wash our hands. To know how germs can spread. To know how germs can affect our health. To know how to wash our hands properly. To know the difference between healthy and unhealthy choices.	<u>Healthy eating/ brushing teeth</u> To know that food is needed for our body to be healthy and grow. To know that some food are better than others for our health. To know and list different types of food. To know the difference between healthy and unhealthy choices.	<u>Medicine</u> To know and explain simple safety rules about medicine. To know when it is safe to take medicine. To know who we can accept medicine from. To know the differences between healthy and unhealthy choices.	<u>Healthy Living</u> To explain what is meant by a balanced diet. To plan a balanced meal. To know how too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. To understand nutritional information on packaged food and explain what it means. To describe different ways to maintain a healthy lifestyle.	<u>Smoking</u> To explain some of the risks associated with smoking. (physical, social and legal) and name the addictive ingredient found in cigarettes, e-cigs etc. To describe how smoking can affect your immediate future health and wellbeing. To give reasons why someone might start and continue to smoke. To identify and use skills and strategies to resist any pressure to smoke.	<u>Alcohol</u> To know what a risky choice is. To identify the risks associated with alcohol. To describe how alcohol can affect your immediate and future health. To develop and recognise skills and strategies to keep safe.
Additional units / opportunities	Routine week Handwashing Roots to food	Routine week - handwashing, allergies, germs Roots to food	Routine week - handwashing, allergies, germs, Roots to food	Routine week - handwashing, allergies, germs, Roots to food	Routine week - washing hands, allergies, germs Roots to food Science curriculum - substances		

Vocabulary	Teeth Brush Toothpaste Healthy Germs Wash Soap Vegetables Routine Sleep Bedtime	Healthy Unhealthy Germs	Ingredients Energy Repair Vitamins Natural Saturated fat decay	Medicine Allergies Vaccination Safe / unsafe Prescription Immune system Immunisation	Balanced diet Blood pressure Carbohydrate Saturated fat Vital organs Food chart Protein Calories Dairy	Nicotine Addictive Illegal Tobacco e-cigarette respiratory system cardiovascular disease cigarette	Fermentation Unit Alcohol Ethanol Legal age limit Alcohol poisoning
Relationships	To know how to manage friendships and social interactions.  To be aware of our own needs and have empathy and understanding of others.  (helping out, moving house, learning to share, playing with others, missing mummy, Red's hearing aid, Purple plays differently.)	<u>Friendships</u> To know how to be a good friend. To be able to recognise kind and thoughtful behaviours. To know the importance of caring about other people's feelings. To be able to see a situation from another person's point of view.	<u>Bullying</u> To be able to name a range of feelings. To know why we should care about other people's feelings. To be able to see and understand bullying behaviours and their impact on others. To know how to cope and deal with bullying behaviour.	<u>Touch</u> To understand the difference between appropriate and inappropriate touch. To know why it is important to care about other people's feelings. To understand personal boundaries. To know who and how to ask for help. To be able to name body parts that are private.	<u>Appropriate touch</u> To identify different types of relationships we can have and describe how these can change as we grow. To explain how families support us and how we can support others. To identify how relationships can be healthy or unhealthy. To explain how to ask for help and identify who can help us if a relationship becomes uncomfortable.	<u>Puberty</u> To know what puberty, it. To describe the changes that boys and girls may go through during puberty. To identify why our bodies go through puberty. To develop coping strategies to help with the different stages of puberty. To identify who and what can help us during puberty.	<u>Conception</u> To explain the terms 'conception' and 'reproduction'. To describe the function of the female and male reproductive systems. To identify the various ways adults can have a child. To explain the various stages of pregnancy. To identify laws around consent.
Additional units / opportunities	Selected stories and picture books to represent a range of relationships and families,	Routine week - bullying, respect, PANTS video Friendship workshop NSPCC Anti-bullying week	Routine week - bullying, respect, PANTS video NSPCC Anti-bullying week	Routine week - bullying, respect, PANTS video NSPCC Anti-bullying week	Routine week - bullying, respect, PANTS video NSPCC Transition work Up skirting talk Anti-bullying week		

Vocabulary	Sharing Missing Sad Hearing Deaf Disabled Missing Parents	Relationships Love Security Friendship Stability	Bullying Bystander Bully Behaviour Teasing Threatening Advice Anti-bullying	Communicate Situation Penis Testicles Vagina Vulva Anu Private parts Breasts Appropriate	Nervous Scared Inappropriate Connection Civil partnership Marriage Appropriate Security Stability Boundary	Puberty Hormones Vagina Vulva Penis Testicles Ovaries Anonymous Fallopian tube Bladder Periods	Conception Reproduction Consent Womb Urethra Fertilised Conceived Caesarean Foreskin Cervix IVF
Being responsible	<p>To understand that sometimes we have to do things that we don't like doing. (brushing our teeth, helping at home, screen time, visiting the seaside)</p> <p>To develop a sense of responsibility. (bedtimes, looking after a pet)</p>	<p><u>Water spillage</u> To know you can help people around you. To understand types of things you are responsible for. To know the dangers of spillages. To know how and understand the importance of preventing accidents. To be able to recognise the difference between being responsible and being irresponsible.</p>	<p><u>Practice makes perfect</u> To name ways that you can improve on a skill or sport. To understand the importance of trying hard and not giving up. To be able to see the benefits of practising. To be able to learn ways to set goals and work towards reaching them.</p>	<p><u>Stealing</u> To understand the differences between stealing and borrowing. To be able to describe how you might feel if something of yours was borrowed and not returned. To know how it is wrong to steal. To be able to understand the differences between being responsible and irresponsible.</p>	<p><u>Coming home on time</u> To recognise the importance of behaving in a responsible way in a range of situations. To describe a range of situations where being on time is important. To explain the importance of having rules in the home. To describe ways that behaviour can be seen to be sensible and responsible.</p>	<p><u>Looking out for others</u> To recognise why we should take action when someone is being unkind. To describe caring and considerate behaviour, including the importance of looking out for others. To demonstrate why it is important to behave in an appropriate and responsible way. To identify how making some choices can impact on others' lives in a negative way.</p>	<p><u>Stealing</u> To explain what consent means. To recognise the importance of being honest and not stealing. To explain why it is important to have a trusting relationship between friends and family. To identify how some choices can impact of others in a negative way.</p>

Additional units/ opportunities	Selected stories and picture books to represent a range of scenarios at story time. Mila time. Routine week Role play area.	Routine week Myhappymind		Routine week Myhappymind		Routine week Myhappymind	
Vocabulary	Screen time Sleep Healthy Eyes Seaside Safe Pet Care	Responsible Accident Honest Prevent	Abilities Qualities Manners Courteous Appropriate Improve Self-respect	Borrowing Stealing Consequences Irresponsible Responsible Honest Dishonest	Punctual Responsible Irresponsible Appointment	Considerate Inconsiderate Isolation Loneliness Mental health	Consent Possession Stealing Responsible Irresponsible Permission Trust Borrowing
Feelings and emotions	To understand emotions.  (Pink is sad, Blue gets lost, Orange feels worried, Purple is poorly, Green is moving up a year, Red is upset, It's Yellow's birthday)  To know and develop strategies for developing feelings. (Orange sleeps over, Purple watches the news, Pink has a new brother, Pink's computer game, Pink's travel sickness)	<u>Jealousy</u> To understand a range of emotions and how they make us feel physically and mentally. To be able to recognise and name emotions and their physical effects To know the difference between pleasant and unpleasant emotions To learn a range of skills for coping with unpleasant/uncomfortable emotions To understand that feelings can be communicated with and without words	<u>Worry</u> To be able to recognise and name emotions and their physical effects. To know the difference between pleasant and unpleasant emotions. To understand that feelings can be communicated with and without words.	<u>Grief</u> To be able to recognise and name emotions and their physical effects. To know the difference between pleasant and unpleasant emotions. To learn a range of coping skills to deal with a range of emotions. To know that feelings can be communicated with words and actions.	<u>Jealousy</u> To recognise that our thoughts, feelings and emotions can impact on our behaviour. To identify the difference between good feelings and bad feelings. To describe how we can support others who feel lonely, jealous or upset. To recognise how we can choose how we act on our emotions. To know that our actions and	<u>Anger</u> To recognise that everyone experiences emotions and that these can have physical effects on our body. To explain how feelings can be communicated with words and actions. To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and others. To demonstrate a range of	<u>Worry</u> To recognise our thoughts, feelings and emotions. To identify how we can reduce our feeling of worry. To explain how we can support others who feel worried. To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and others.

	To know that it is OK to ask for help.				affect ourselves and others. To demonstrate a range of strategies to help control and manage a range of emotions, including jealousy.	strategies to help control and manage a range of emotions, including anger.	
Additional units/ opportunities	Work on scaling. Well-being Wednesday Myhappymind Selected stories and picture books to represent a range of scenarios at story time.	Myhappymind Work on scaling. Well-being Wednesday		Myhappymind Work on scaling. Well-being Wednesday		Myhappy mind Work on scaling. Well-being Wednesday	
Vocabulary	Unwell Upset Sad Lost Safety Worry Feeling	Recognise Control Jealous Anger Frustration	Worry Trust Recognise Control Pleasant Unpleasant	Grief Confusion Memory loss Calm Memory box	Jealousy Feelings Emotions Physical health Mental health Strategies	Anger Displeasure Hostility Annoyance	Positive action Worry Anxious Troubled Mindfulness Strategies
Computer safety	To know the risks of being online.  To know how to stay safe when using technology.  (Pink's screen time, Pink's computer game)	Online bullying To know that your online activity can affect others. To be able to identify the positives and negatives of using technology. To know who and how to ask for help online. To be able to recognise kind and unkind comments.	Image sharing To understand how your online actions can impact others. To be able to name the positive and negative ways that you can use technology. To know the risks of sharing	Making friends online To be able to identify possible dangers and consequences of talking to strangers online. To know how to keep safe in online chatrooms.	Online bullying To recognise the key values that are important in positive online relationships. To identify the feelings and emotions that may arise from online bullying. To develop coping strategies	Image sharing To list reasons for sharing images To identify rules to follow when sharing images online. To describe positive and negative consequences of	Making friends online To list the key applications that we may use now and in the future. To know and understand why some applications have age restrictions.

			images without permission. To Understand the types of images that you should and should not post online.	To be able to name the positive and negative affects of being online. To understand the difference between safe and risky choices online.	to use if we or someone we know is being bullied online. To identify how and who to ask for help.	sharing images online. To recognise possible influences and pressures to share images online.	To identify ways to keep yourself and others safe in a range of situations online and offline. To recognise that people may not always be who they say they are online.
Additional units/ opportunities	Selected stories and picture books to represent a range of scenarios at story time. Routine week Computing lessons E safety Day	Safer internet day Routine week Computing lessons		Safer internet day Routine week Computing lessons		Online safety workshop Safer internet day Routine week Computing lessons Y6 workshops Online safety officers (Kyra)	
Vocabulary	Technology Online Safety Stranger Safe Computer Game	Online bullying Online Positive Negative	Permission Opinion Rule Declaration	Chatroom Report Reply Respond Childline	Online Relationship Online bullying Offensive Insulting Posting False content Insulting Rude Device Opinion Rumours	Application Survey Kind action Image sharing Illegal	Application Computer safety Pretending Age restriction Online activity Social media Password
Our world / A working world	To understand similarities and differences.  (Green gets glasses, Rainbow's food journey, Playing with others who are different)	<u>Growing in our world</u> To understand the needs of a baby. To be able to recognise what you can do for yourself now that you are older. To be able to describe the common features of family life.	<u>Living in our world</u> To understand why we should look after living things. To be able to identify how we can look after living things both inside and	<u>Looking after our world</u> To be able to explain the meaning of reduce, reuse, recycle. To recognise how we can help look after our planet.	<u>Chores at home</u> To identify ways in which we can help those who look after us. To explain the positive impact of our actions. To describe the ways in which we can	<u>Enterprise</u> To understand and explain why people might want to save money. To identify ways in which you can help out at home.	<u>In app purchases</u> To know and understand various money related terms. To recognise some of the ways in which we spend money in technology.

	<p>To identify people who help us in our local community. (Green stays in hospital, Red visits the dentist, Red needs the toilet)</p> <p>To respect the local environment. (Blue explores road safety, Rainbow's day out)</p>	<p>To be able to recognise the ways in which your family is special and unique.</p>	<p>outside of the home. To recognise why it is important to keep our communities and countryside clean. To be able to encourage others to help keep their communities and countryside clean.</p>	<p>To be able to identify how to reduce the amount of water and electricity that we use. To understand how we can reduce our carbon footprint.</p>	<p>contribute to our home, school and community. To identify the skills we may need in future job roles.</p>	<p>To budget for items you would like to buy. To recognise ways to make money and the stages of enterprise.</p>	<p>To describe the potential impact of spending money without permission. To identify strategies to save money.</p>
Additional units/ opportunities	<p>Selected stories and picture books to represent a range of scenarios at story time. Routine week Role play area. People who help us topic Aspirations week</p>	Routine week Aspirations week		Routine week Aspirations week		Routine week Aspirations week	
Vocabulary	<p>Stranger Help Different same safe unsafe help adults jobs responsible</p>	<p>Planet World Environment Unique Common</p>	<p>Humans Reproduce Protect Wildlife Community Credit card Spend Receive Safe</p>	<p>Reduce Recycle Re-use Environment Carbon footprint Carbon dioxide Global warning</p>	<p>Income tax VAT Contribution Self-motivation Apprenticeship Volunteer H M revenue Customs Society Chore Independence Stereotype</p>	<p>Enterprise Priority Fundraising</p>	<p>Bank account Loan Tax Budget Comparison Interest Debit card Credit card Wages Debt In-app Purchase gambling</p>



<p>Hazard match</p>	<p>To know that some people have allergies. To know what happens when people have allergies. To know how we can do to prevent people having an allergic reaction. To know about the risks of playing out in the sun. To know how to stay safe in the sun. (Red's nut allergy, Rainbow at the beach)</p>	<p><u>Is it safe to eat or drink?</u> To know what food and drink items are safe or unsafe to eat or drink.  To be able to name dangers that can affect others for example younger siblings.  To identify adults to help keep us safe.  To be able to spot hazards in the kitchen and other places.</p>	<p><u>Is it safe to play with?</u> To know what items are safe to play with and what items are unsafe to play with. To be able to name potential dangers in different environments.  To be able to name dangers that can affect others for example younger siblings.</p>	<p><u>Fire safety</u> To know what a hoax call is and why they are risky. To know why emergency services are important to the community.  To know why fire safety is important. To be able to explain how to keep myself and others safe. To know how drivers can be distracted. To know how to be responsible.</p>	<p><u>First aid</u> To identify and name situations what may require first aid. To list reasons why someone may struggle to breathe. To identify signs of an asthma attack or choking. To identify the signs of an allergic reaction and anaphylactic shock. To understand the correct steps for seeking immediate emergency help. To know how to provide first aid treatment to someone who is struggling to breathe.</p>	<p><u>First aid</u> To know how to complete a primary survey for first aid To demonstrate the recovery position and know when to use it. To know when to deliver CPR and demonstrate how to do it. To know when and how to call for emergency help.</p>	<p><u>First aid</u> To identify a range of situations that may require first aid. To understand how to support someone with a minor or serious head injury. To understand how to support someone who is having a seizure. To understand how to support someone with a severe bleed. To know when and how to call for medical help. To understand how to support someone with a minor burn or scald. To understand how to support someone who is having a heart attack. To understand how to support someone with a fracture bone.</p>
<p>Additional units/ opportunities</p>	<p>Selected stories and picture books to represent a range of scenarios at story time.</p>	<p>Routine week First aid workshops</p>		<p>Routine week First aid workshops</p>		<p>Routine week First Aid workshops</p>	

	Routine week						
Vocabulary	Sun Risks Safe Sunglasses Sunscreen / lotion Allergy Risk Unwell Epi pen	Potential Sibling Community Hazard Danger Food Poisonous Risk Chemicals Appliances	Potential sibling Community Hazard Danger Collapsed Flammable PCSO Avoid Situation	Burgled Collapsed Flammable Distraction Hoax Declaration Emergency	Treatment Asthma Prescribed Unresponsive Emergency Allergic Incident Casualty Clinical advisor Obstruction	Minor Severe Nauseous Conscious Anaphylaxis Compressions Casualty	Underlying Unconscious Seizure Compressions Obstruction Fracture Bleed Minor Major Scald Burn
FS/KSI: Change and transition  KS2: A world without judgement	To manage new experiences.  To build confidence.  (Red goes swimming, Pink goes to school, Green's dance class)  To take on new challenges.  To manage changes at home.  (Green's Daddy moves out, Orange moves house)				Breaking down barriers To recognise positive attributes in others. To explain why being different is ok. To recognise your own strengths and goals, and understand that these may be different from those around you. To identify some of the ways we can overcome barriers and promote equality.	Inclusion and acceptance To identify some of the ways in which we are all different and unique. To explain some of the elements which help us to have a diverse community. To describe strategies to overcome barriers and promote diversity and inclusion.	British Values To understand that there are a wide range of religions and beliefs in the UK. To create a range of values for our school. To explain each of the British Values. To explain how all religions can live in cohesion.

Additional units/ opportunities	Selected stories and picture books to represent a range of scenarios at story time.						
Vocabulary	Moving house New Old Change Parents Separate Challenge				Judgement Equality Diversity Disability Polite Cohesion Barrier Attributes Similarities Differences Courteous Respectful	Inclusion Acceptance Discrimination Unique Anti-social Hate crime	British values Democracy Rule of law Individual liberty Values Cohesion Equal rights Mutual respect Tolerance Faith / belief Stereotype