

**Personal, Social, Health & Economic Education**  
**Progression Grid**



At Roman Road, PSHE is more than a subject – it is a culture. Through advice from experts, as well as using expert on-site staff, we have developed a bespoke, developmental PSHE curriculum, which is part of our D.R.I.V.E.N curriculum and blends with each year group’s creative themes wherever possible. It is regularly reviewed and tailored to reflect the changing needs of our children and our evolving society.

**Roman Road’s PSHE Intent:**

Before our children leave Roman Road, we want pupils to be equipped with a sound understanding of risk and give them the necessary knowledge and skills to make safe and informed decisions both now and in the future.

They will:

- \*Be provided with a nurturing environment which supports children’s wellbeing.
- \*Be enabled to develop resilience.
- \*Be encouraged to develop their character.
- \*Be encouraged to make healthy relationships.

We teach PSHE in many ways: throughout our creative curriculum, assemblies, FROG behaviour strategy, Eco and Fair Trade work, as well as discrete lessons. In fact, it is woven through every element of school life and makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development and their understanding of British Values and School Values. Through well chosen and inspiring visits and visitors, we lay the foundations set by the National Careers Strategy so that our children can understand their options for future careers and become excited about new opportunities. We want their future well-being to be improved through doing a job they are good at and enjoy!

We also model many elements of PSHE by the way we behave as a staff – we are a strong team... we support, know and work with each other well.

The statutory element of PSHE (Relationships Education) is key. ‘Relationships are the foundation of everything in life, whether that be with friends, families, carers, educators, partners, work colleagues or others. Relationships Education enables children to know what makes a healthy relationship, identify abusive behaviours and seek help when needed. It gives them the opportunity to explore and discuss relevant issues, consider dilemmas and identify ways to minimise risks. It is vital because it teaches the skills needed for life and supports informed and healthy decision-making’ (Catherine Kirk – Organiser of RSE Day). By the time our children leave Roman Road, we want them to be resilient, stable individuals, who believe they can achieve goals and dreams. We want them to have met and worked with adults from many career paths. We want them to know how to make positive, long-lasting, healthy relationships with younger children, peers and their elders. We want them to be kind, generous, honest individuals with integrity.

[PSHE Association \(which covers all relationships education\)](#)

		<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>RELATIONSHIPS</b> Domestic Abuse Awareness Programme (Key Stage 1 & 2) also contains lessons about friendship	<b>Families and friendships</b>	Know they are part of a family	Knows about similarities and differences among families	Roles of different people; families; feeling cared for	Making friends; feeling lonely and getting help	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; romantic relationships; civil partnerships and marriage
	<b>Safe Relationships</b>	Begin to make friends	Develops particular/special friendships	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Respecting ourselves and others	Demonstrate friendly behaviour with children and adults	Begin to demonstrate an acceptance of, or appreciation of others' perspectives PSED BR Range 6	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working co-operatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues
All pupils will work through our Computing Award Scheme – see Computing Progression Grid	Safe on-line Relationships	Know the difference between safe and unsafe	Knows that the internet can be both good and bad  *Complete 'Roman Award'	*Know that some people behave differently online *Know that the internet is used for lots of purposes  *Complete 'Soldier Award'	*Know the difference between public and private *Know the importance of being safe online and not keeping secrets *Know to tell an adult if something is 'bad' online  *Complete 'Optio Award'	*Tell others about the dangers online *Recognise risks online *Know how to keep personal information private  *Complete 'Centurion Award'	*Show others why it's important to keep personal information private. *Identify acceptable/unacceptable and harmful online content and contact and how to report it. *Know why social media, games and online games are age restricted  *Complete Castrorum Award	*Understand internet can be a negative place where online abuse, can take place affecting mental health *Critically consider online friendships and sources of information  *Complete Legionis Award	*Know how information is stored and shared online *Know that cyber-bullying has a negative, long-lasting impact on mental well-being  *Complete Emperor Award
HEALTH AND WELL-BEING  All children are taught: *benefits of physical exercise upon mental wellbeing *Where and how to seek help/support and how to recognise own triggers *that we can be mentally healthy with the right support and it is common to experience mental ill health *Zones of regulation (and words associated with these applicable for each year group) *All classrooms have a 'Talk it out Box'	Physical Health & Mental Wellbeing	*Recognise how exercise affects the body *Begin to look after themselves (teeth, toilet and hygiene) *Begin to make healthy choices about food and drink *Know we need to be active to be healthy *Aware of how to control their breathing	*Describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry, sad *Show understanding about good practices (e.g. hygiene, brushing teeth, drinking water)	*Understand mental and physical well-being is a normal part of life  Keeping healthy (including teeth); food and exercise, hygiene routines; sun safety	*Know why mental and physical wellbeing can be harmed by excessive time spent on electronic devices and the internet. Why sleep is important; medicines and keeping healthy (including hygiene); keeping teeth healthy; managing feelings and asking for help	Health choices and habits; what affects feelings; expressing feelings	Maintaining a balanced lifestyle; oral hygiene and dental care	Understand that the internet can be a negative place where online abuse can take place, which affects mental health  Healthy sleep habits; sun safety; medicines; vaccinations, immunisations and allergies	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
	Growing and Changing	Can name and identify different parts of the body	Describe physical changes to the body that can occur	Recognising what makes them unique and special; feelings; managing when things go wrong	Growing older; naming body parts; moving class or year	Personal strengths and achievements; managing and re-framing setbacks	Physical and emotional changes in puberty; external genitalia; personal hygiene routines	Personal identity; recognising individuality and different qualities; mental wellbeing	Human reproduction and birth; increasing independence; managing transition

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
*Following St. John Ambulance recommended First Aid Pathway *Wherever possible, Year 5 will receive first aid training from a professional and assist staff First Aiders at playtime as part of their 'ambassador role'	First Aid	Can recognise dangers and seek adult support when needed	*Call an adult for help when someone is hurt	*Review - how to dial 999 for emergency services and what to say	*Review - how to dial 999 for emergency services and what to say	*Review - how to make a clear and efficient call to the emergency services *Know how to deal with a casualty who has an allergic reaction to a bite or sting	*Review - how to make a clear and efficient call to the emergency services *Know how to deal with a casualty with a head injury *Know how to deal with a casualty having an asthma attack	*Review - how to make a clear and efficient call to the emergency services *Know how to deal with a casualty who is bleeding *Know when and how to deliver basic life support	*Review - how to make a clear and efficient call to the emergency services *Know how to deal with a casualty who is choking
	Keeping Safe	Use equipment and tools safely	*Practice some appropriate safety measures without direct supervision. *Road Safety	How rules and restrictions help us; keeping safe online	Safety in different environments; risk and safety at home; emergencies	Know what a stranger is and never to go with a stranger Risks and hazards; safety in the local environment and unfamiliar places	Medicines and household products; drugs common to everyday life	Keeping safe in different situations, including responding in emergencies, first aid	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
<b>LIVING IN THE WIDER WORLD</b>  *This element particularly links with R.E, British Values, Protected Characteristics and Black History	Community Life  (Belonging to a Community)	*Know what it means to be kind and show kindness	*Know that it is important to listen to adults who keep us safe	What rules are; caring for others' needs	Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules and laws; rights, freedoms and responsibilities	What makes a community; shared responsibilities (including challenging negative behaviours)	Compassion towards others; the need to work on our own character first; we all have flaws and make mistakes so should be tolerant towards each other	Valuing diversity; challenging discrimination and stereotypes;
	Digital World  (Media literacy and digital resilience)  *see Computing Award	Can handle technology carefully	Know that the internet is very useful in everyday life	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
*All classes will complete a mini enterprise project during the year *All children will have the opportunity to support various charities and consider the importance of being part of and acting as a community to support those in need and how this positively affects mental wellbeing Main charities supported: -St Oswald's Hospice -Gateshead Food Bank -Cash 4 Kids	Financial & Career World  (Money and Work)	Know what money is	Know that we buy things with money; that we can get a job when we are older and help people	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risks

