Ludgvan School Subject Progression Document 2026

Subject: RSE and PSHE

Skills and Knowledge Progression

EYFS	**ELG: Building relationships.** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	**ELG: Self-regulation** • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	**ELG: Managing self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
KS1 Readiness	• Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognising and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others	• Managing their own hygiene and basic needs • Shows an understanding of their own feelings, and those of others • Beginning to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations	• Shows care and concern for living things • Name and describe people who might help us in the local community (police, fire services, doctors and teachers)

Year 1				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**
My healthy self: **How can we look after our emotions?** Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions. **Lesson1:** What emotions can we recognise? **Lesson 2**: When and why do people show different emotions? **Lesson 3**: How can emotions change? **Lesson 4**: What helps us to feel calm or excited? **Lesson 5:** What might make us feel worried, annoyed or upset? **Lesson 6:** What can we do when our feelings get tricky? **Vocabulary** Anger, body clues, Disgust, emotions, face clues, fear, feelings, happiness, relax, sadness, surprise, trust, trusted adult.	**Connecting with others:** **How can I help myself and others feel happy and safe?** Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships. **Lesson 1:** What makes me special? **Lesson 2:** How do families show love and care for each other? **Lesson 3:** What helps me feel safe and cared for? **Lesson 4:** What is a friend? **Lesson 5:** How can we have a kind and friendly class? **Lesson 6:** How should people behave towards others? **Vocabulary** Fair / unfair, friendly, lonely, polite, safe, share, strengths, Trust, trusted adult.	**Citizenship:** **How can I help others and the environment?** Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them. **Lesson 1**: What do babies and toddlers need? **Lesson 2:** What do animals need? **Lesson 3:** How can we look after our school environment? **Lesson 4:** How can I share my ideas respectfully? **Lesson 5**: Who helps look after our local environment? **Lesson 6**: How do rules help everyone? **Vocabulary** Baby, child toddler, care, pet, need , environment, responsibility. Improve, opinion, respect, vote, rule, safe, job, volunteer	**Health protection: How can I protect myself and others in daily life?** Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency. **Lesson 1:** How and why do we wash our hands? **Lesson 2:** How can I protect myself in any weather? **Lesson 3**: Who helps us stay safe? **Lesson 4:** What should I do if I feel unwell? **Lesson 5**: How serious are different injuries? **Lesson 6**: How can we get help for serious illnesses or injuries? **Vocabulary** 999, dentist, doctor, emergency, first aid, germs, illness, injury, medicine, prevent, protect, serious, spread, unwell, urgent	**Staying safe:** **How can I stay safe?** Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed. **Lesson 1**: How can I stay safe at home? **Lesson 2**: What is safe for our bodies? **Lesson 3:** What rules can keep me safe? **Lesson 4:** How can I stay safe near roads? **Lesson 5**: How might my body feel when something g is unsafe? **Lesson 6**: Who can keep me safe? **Vocabulary** 999, body clues, comfortable, dan ger, emergency, harm, road safety, rule, safe, trusted adult, uncomfortable, unsafe

Year 2				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**

My healthy self:	Connecting with others:	Citizenship:	Growing up:	Staying safe:
How can we look after our bodies? Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food, and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine. **Lesson 1:** How does moving my body make me feel? **Lesson 2:** Why is sleep important? **Lesson 3:** What food can help me stay healthy? **Lesson 4**: How can I make some healthy food and drink choices? **Lesson5:** What can I do to keep my teeth clean and healthy? **Lesson 6:** How can I make healthy choices every day? **Vocabulary** Active, exercise, five- a -day, healthy, habits	**How can I build safe, kind and caring relationships with others?** Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe. **Lesson1:** How are we all different and the same? **Lesson 2:** How are families different and the same? **Lesson 3:** How can I show my feelings kindly and calmly? **Lesson 4**: How can I let others know what is okay or not okay for me? **Lesson 5**: Who can I talk to if something does not feel right **Lesson 6:** What should I do if someone is being unkind again and again? **Vocabulary** Belong, bullying, calm, carer, family	**How do people belong to a community and earn money?** Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from. **Lesson 1**: Where do we belong? **Lesson 2:** How can different people contribute to my community? **Lesson 3**: What jobs do people do in our local community? **Lesson 4:** What other jobs might people do? **Lesson5:** What is money? **Lesson 6:** Where does money come from? **Vocabulary** Community, skills, gift, job, money, support, buy, coin, goods, note, pay, knowledge, different, contribute, similar.	**How can we look after and respect our bodies as we grow?** Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe. **Lesson 1:** How do we grow and change? **Lesson 2:** How will I change as I grow up? **Lesson 3:** Do I make the rules about my own body? **Lesson 4:** How can i8 talk about my body? **Lesson5:** How can we show respect for each other's bodies? **Lesson 6:** Who can I talk to if I do not feel safe? **Vocabulary** Change, grow, nipples, penis, private parts, scrotum, testicles, vagina, vulva	**How can I make safe choices in different places?** Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult. **Lesson 1:** What makes my body special? **Lesson 2:** How can I keep my body safe? **Lesson 3:** How can I make safe choices at home? **Lesson 4:** How can I stay safe in different places? **Lesson5:** What can I do if I cannot find my trusted adult? **Lesson 6:** How can I stay safe around water? **Vocabulary** Penis, permission, private parts, testicles, vagina, vulva
Year 3				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**

My healthy self:	Connecting with others:	Citizenship:	Growing up:	Citizenship:
How can I take care of my mind and body?	**What helps us feel safe and included?**	**What rights and responsibilities do we have?**	**How can we prevent illness and injury and respond if they happen?**	**What careers do people choose and why?**
Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed? **Lesson 1:** How do emotions affect my body? **Lesson 2:** How can I tell how someone else might be feeling? **Lesson 3**: How are my mind and body connected? **Lesson 4:** How does sleep help my mind and body? **Lesson 5:** What can I do when I experience strong emotions? **Lesson 6:** When should I ask an adult for emotional support? **Vocabulary:** Health, mental health, mind, mood, negative (feelings) Physical health, positive (feelings), respect, routine, support, trust team.	Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe. **Lesson 1:** How can I respect myself? **Lesson 2**: What are personal boundaries? **Lesson 3:** What makes a family? **Lesson 4:** How can I be a good friend? **Lesson 5:** How can we repair a friendship after falling- out? **Lesson 6:** What are the different types of bullying? **Vocabulary:** Behaviour, falling out, friendship, relationship, respect, self-respect.	Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities. **Lesson 1:** What are human rights? **Lesson 2:** What rights should children have? **Lesson 3:** How can we help the environment? **Lesson 4:** How can reusing items help the environment? **Lesson 5:** Why is recycling important? **Lesson 6:** How do local councils help look after their communities? **Vocabulary:** Budget, business, community, environment, human rights, local council, respect, responsibilities	Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999. **Lesson 1**: How can good hygiene help prevent illness? **Lesson 2**: How can I protect myself from the sun? **Lesson 3:** How does my body protect itself from illness? **Lesson 4**: When should I tell an adult if I am worried about my health? **Lesson 5:** What first aid might help with common injuries? **Lesson 6**: How can I get help in a medical emergency? **Vocabulary:** Antibiotics, bacteria, droplet, germs, hygiene, infection	Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities. **Lesson 1**: What careers do people have? **Lesson 2:** What influences career choices? **Lesson 3:** What job might be for me? **Lesson 4:** Should your gender affect what job you do? **Lesson 5**: How can gender stereotypes be challenged? **Lesson 6:** Why might someone make a career change? **Vocabulary** Career, fair, job, respect, skills, unfair

Year 4				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**

My healthy self:	Connecting with others:	Citizenship:	Growing up:	Staying safe:
How can I make healthy choices? Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others. **Lesson 1:** What is a balanced diet and why does having one matter? **Lesson 2:** How can being active help my mind and body? **Lesson 3:** How can I keep my energy up throughout the day? **Lesson 4:** How can I get support for myself and others? **Lesson 5:** How can I respond when things feel hard? **Lesson 6:** Why is helping others good for me too? **Vocabulary:** Balanced diet, fixed mindset, growth mindset, hydrated/ dehydrated, hygiene, mindset, nutrients, resilience.	**How can we respect each other?** Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities. **Lesson 1:** How can I show self-respect? **Lesson 2:** How can I show respect to others? **Lesson 3**: How can I build trusting friendships? **Lesson 4:** How can we solve friendship challenges? **Lesson 5:** How should I respond to bullying? **Lesson 6**: What is a stereotype? **Vocabulary:** Assertive, comprise, disrespect, manners.	**How can I spend money responsibly?** Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices. **Lesson 1:** How do people pay for things? **Lesson 2:** Why keep track of money? **Lesson 3:** What doe4s budgeting mean? **Lesson 4:** What is value for money? **Lesson 5:** What happens when people spend money? **Lesson 6:** How do you feel about money? **Vocabulary** Bank account, bank, bank card, cash, contactless, digital wallet	**How will my body and emotions change as I grow up?** Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. **Lesson 1:** What are body boundaries? **Lesson 2:** How will I grow and change during puberty? **Lesson 3:** Which emotional changes could I experience when growing up? **Lesson 4:** What is a period? **Lesson 5:** How can we show kindness and understanding about body changes? **Lesson 6**: Who can I talk to about growing up and changes? **Vocabulary:** Boundaries, breasts, period, physical changes, puberty.	**What signs help me recognise what is safe or unsafe?** Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to crossroads, explore the dangers of water and learn how to distinguish between medicines and harmful substances. **Lesson 1:** How can I tell if a situation is unsafe? **Lesson 2:** What do I do if a situation feels unsafe? **Lesson 3:** How can I stay safe around traffic? **Lesson 4:** Why can water be dangerous? **Lesson 5:** What drugs are safe or unsafe? **Lesson 6:** How can I prevent accidents? **Vocabulary:** Alcohol, boundaries, cigarettes, current, hazard, illegal, inappropriate, legal, operator, personal space, pressure, risk, road crossing, tide, vapes.
Year 5				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**

My healthy self:	Connecting with others:	Citizenship:	Growing up:	Citizenship:
How can I support my mind and body as I grow? Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed **Lesson 1**: What do food labels really tell us? **Lesson 2:** How active am I and how can I move more? **Lesson 3:** What are the different types of physical activity and how do they affect us? **Lesson 4**: How can I recognise complex feelings? **Lesson 5:** How can I respond to strong and complex feelings? **Lesson 6:** How can we tell when someone might need support with their mental health? **Vocabulary:** Cope, light(activity), moderate (activity), regulate, response, vigorous (activity), wellbeing.	**Why are healthy relationships important?** Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships. **Lesson 1:** What makes me who I am? **Lesson 2:** How do families show commitment to each other? **Lesson 3:** How can families support and protect each other? **Lesson 4:** What helps us make and maintain healthy friendships? **Lesson 5:** How can we manage challenges in friendships? **Lesson 6:** How can I be assertive and respectful? **Vocabulary:** Civil partnership, commitment, conflict, influence, marriage.	**How can we make a difference in our communities and beyond?** Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government. **Lesson 1:** How can we show we care for others? **Lesson 2:** How do people contribute to the community? **Lesson 3:** How does the UK Government work? **Lesson 4:** What is the role of a local councillor? **Lesson 5:** What are pressure groups? **Lesson 6:** How can people influence the decisions made by the Government? **Vocabulary:** Citizen, charity, community, budget, councillor, petition, government. Election, influence, democracy.	**How can I manage the changes to my body and emotions as I grow up?** Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty. **Lesson 1:** How will my body grow in puberty? **Lesson 2**: How can I keep myself clean and hygienic? **Lesson 3:** How can we treat others with kindness during puberty? **Lesson 4:** How can I manage my emotions and feelings during puberty? **Lesson 5:** What is a period? **Lesson 6**: How can I challenge behaviour which crosses personal boundaries? **Vocabulary:** Egg, erection, genitals, hormones, influence, menstrual cup, period pad, period pants, self0concious, sensitive, tampon, wet dreams, womb/uterus.	**How can we be in control of our money?** Distinguish between needs and wants when making spending decisions. Identify different sources of income and types of expenditure. Allocate money within a weekly budget while prioritising needs. Explain how a loan works. Evaluate whether taking out a loan is sensible. Identify situations where money may be at risk online or offline. Recommend suitable strategies for keeping money safe. Assess the possible risks and consequences of different forms of gambling. **Lesson 1:** Why should people prioritise needs over wants? **Lesson 2:** What is a weekly budget? **Lesson 3:** What is borrowing and lending? **Lesson 4:** What are the risks of handling money online? **Lesson 5:** How do people keep money safe? **Lesson 6:** What are the risks of gambling? **Vocabulary:** budget (Y3/4) need (Y1/2) expenditure (Y5/6) income (Y5/6) loan (Y5/6) private information (Y1/2) gambling (Y5/6)
Year 6				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**

My healthy self:	Connecting with others:	Citizenship:	Staying safe:	Sex education:
How do my choices today shape my future health?	**What does it mean to stand up for myself and others?**	**How can we protect everyone's rights?**	**How can I stay safe as I grow?**	**How do people become parents and carers?**
Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges. **Lesson 1**: Why do healthy teeth matter for the future? **Lesson 2:** How can I eat for a healthier future? **Lesson 3:** What habits might support my future health? **Lesson 4:** How can I recognise and regulate complex feelings? **Lesson 5:** How does my mindset affect my personal growth? **Lesson 6:** How can I support self-esteem for myself and others? **Vocabulary:** Calories, tooth (decay), dental hygiene, flossing, long-term, persistence, setback, short-term.	Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services. **Lesson 1:** How does self-respect help me? **Lesson 2:** How can I be respectful in different situations? **Lesson 3:** How can I set and respect boundaries? **Lesson 4:** How can we challenge unfairness? **Lesson 5:** How should we work together to stop bullying? **Lesson 6:** When and how should I seek help? **Vocabulary:** Bystander, discrimination, empathy, self-esteem, stereotypes, upstander.	Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion. **Lesson 1:** Why should people prioritise needs over wants? **Lesson 2:** What is a weekly budget? **Lesson 3:** What is borrowing and lending? **Lesson 4:** What are the risks of handling money online? **Lesson 5:** How do people keep money safe? **Lesson 6:** What are the risks of gambling? **Vocabulary:** scam, risk, bet, consequence, lottery, scratch card, budget, salary, expenditure, gambling, loan, private information, repay, interest, lending	Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others. **Lesson 1:** How can I stay safe on my own at home? **Lesson 2:** How can I stay safe outside on my own? **Lesson 3:** How can I travel safely on my own? **Lesson 4**: How can I stay safe in, on and around water? **Lesson 5:** How can I stay safe when I feel peer pressure? **Lesson 6:** How can I stay safe around drugs? **Vocabulary:** Addictive, air, ambulance, cautious, coastguard, consent, criminal, offence, drugs, emergency services, emotional, mountain rescue, peer pressure, physical, public transport, search-and-rescue, substance, threat, violence.	Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby. **Lesson 1**: Which words can we use to describe our private body parts? **Lesson 2:** How are babies made? **Lesson 3**: What happens in pregnancy and how are babies born? **Lesson 4:** How are families formed? **Lesson 5:** How does life change after having a baby? **Lesson 6:** What is consent? **Vocabulary:** Conception, consent, ovary, pregnant, sexual intercourse, sperm

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Online Safety Progression – Sourced through Common Sense Media – 1 session per half term

Theme	Media balance and well-being	Cyberbullying and online harms	Relationships and communication	Information and media literacy	Privacy and safety	Digital footprint and identify
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Meet the digital citizens – Arms	Meet the digital citizens – legs	Meet the digital citizens – heart	Meet the digital citizens – head	Meet the digital citizens – guts	Meet the digital citizens – feet
Year 1	Pause for people	Media balance is important	Device advice – why we pause for people	Media balance is important – Quick bite	Safety in my online neighbourhood	Device advice – caring for our devices
Year 2	How technology makes you feel	Pause and think online	Device advice – our device charter	Device advice – managing device distractions	Internet traffic light	Pause for people
Year 3	Device-free moments	Putting a STOP to online meanness	Who is in your online community?	Let's give credit	That's private!	Digital trails
Year 4	Your rings of responsibility	The power of words	Our digital citizenship pledge	Is seeing believing?	Password power-up	This is me
Year 5	My media choices	Be a super digital citizen	Keeping games fun and friendly	A creator's rights and responsibilities	Private and personal information	Our online tracks
Year 6	Finding my media balance	Is it cyberbullying	Digital friendships	Reading news online	You won't believe this!	Beyond gender stereotypes