



AQUEDUCT PRIMARY SCHOOL PDC AND RSE PROGRESSION GRID KEY STAGE 1

<p><b>SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE</b></p>	<p><b>PDC</b>  <u>Substantive and disciplinary knowledge</u>  <b>Substantive Knowledge-</b> To acquire the knowledge, understanding and skills they need to manage their lives now and in the future.  <b>Disciplinary Knowledge-</b> Is skills our children develop to meet the key strands in PDC - Developing confidence and responsibility and making the most of their abilities, preparing to play an active role as citizens, developing a healthy, safer lifestyle, developing good relationships and respecting the differences between people and a breadth of opportunities.</p> <p><b>RSE</b>  <u>Substantive and disciplinary knowledge</u>  <b>Substantive Knowledge-</b> To acquire the knowledge, understanding and skills they need to learn about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.  <b>Disciplinary Knowledge-</b> Is skills our children develop to meet the key strands in RSE - Families and people who care for me, caring friendships, respectful relationships, online relationships, mental wellbeing (including physical health and fitness), being safe (including first aid and internet safety and harms) and healthy eating.</p>
<p><b>END POINTS FOR THE END OF KEY STAGE 1</b></p>	<p><b>PDC</b>  <b>By the end of KS1:</b>  During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.</p> <p>They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.</p> <p>As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.</p> <p><b>RSE</b>  <b>By the end of KS1:</b>  During key stage 2 pupils will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.</p>

## Building Tomorrow, Leading the Way

Reception					
Autumn 1 Why are we special?	Autumn 2 Can you tell me a tale?	Spring 1 Why are animals amazing?	Spring 2 Shall we go and explore?	Summer 1 What happened before?	Summer 2 Why is there commotion in the ocean?
Positivity	Safety	Respect	Learning	Happiness	Kindness
<p><b>Self-Regulation</b></p> <p>To be able to follow one step instructions.</p> <p>To recognise different emotions.</p> <p>To focus during short whole class activities.</p> <p><b>Managing Self</b></p> <p>To learn to wash their hands independently and the importance of brushing teeth.</p> <p><b>Building Relationships</b></p> <p>To seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Self-Regulation</b></p> <p>To talk about how they are feeling and to consider others feelings.</p> <p><b>Managing Self</b></p> <p>To understand the need to have rules.</p> <p><b>Building Relationships</b></p> <p>To begin to develop friendships.</p>	<p><b>Self-Regulation</b></p> <p>To be able to focus during longer whole class lessons.</p> <p><b>Managing Self</b></p> <p>To begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b></p> <p>To be able to use taught strategies to support in turn taking.</p>	<p><b>Self-Regulation</b></p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p><b>Managing Self</b></p> <p>To develop independence when dressing and undressing.</p> <p>To build on the importance of brushing teeth.</p> <p><b>Building Relationships</b></p> <p>To listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Self-Regulation</b></p> <p>To be able to control their emotions using a range of techniques.</p> <p><b>Managing Self</b></p> <p>To manage their own basic needs independently.</p> <p>To learn to dress themselves independently.</p> <p><b>Building Relationships</b></p> <p>To learn to work as a group.</p>	<p><b>Self-Regulation</b></p> <p>To be able to follow instructions of three steps or more.</p> <p><b>Managing Self</b></p> <p>To show a 'can do' attitude.</p> <p>To understand the importance of healthy food choices.</p> <p>To build on the importance of brushing teeth.</p> <p><b>Building Relationships</b></p> <p>To have the confidence to communicate with adults around the school.</p>

## Building Tomorrow, Leading the Way

### PSED Early learning goals (end of Reception outcomes)

**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.

**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.

**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.

## Building Tomorrow, Leading the Way

YEAR 1 AND 2										
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
Positivity		Safety		Respect		Learning		Happiness	Kindness	
CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	Relationships and Sex Education	CYCLE 1	CYCLE 2
<u>Basic first aid -</u> To recite my name on a 999 call To recite my address on a 999 call To be able to dial a 999 number  <u>Online relationships (taken from Computing progression)</u> - To explore what cyber bullying means To discuss what to do if I encounter cyber bullying  <u>Mental wellbeing</u> To recognise and name feelings To explain how different feelings make our bodies feel	<u>Basic first aid -</u> To recite my name on a 999 call To recite my address on a 999 call To be able to dial a 999 number RECAP AND EMBED  <u>Online relationships (taken from Computing progression)</u> To explore how to stay safe online by choosing appropriate websites  <u>Mental wellbeing -</u> To recognise that feelings can get stronger To describe how feelings can affect behaviour	<u>Preparing to play an active role as citizens - Equality</u> - To explore the life of children from around the world To compare ourselves to other children  <u>Respectful relationships</u> - To discuss feelings about friends in a class group To know that behaviour affects others To distinguish between healthy and unhealthy relationships To know when and where to get help	<u>Preparing to play an active role as citizens - Equality</u> - To explore how our skin colour and appearance form part of our identity but don't define us To understand how people feel when they are judged  <u>Respectful relationships</u> - To discuss stereotypes including gender and size To explore different assumptions made by others	<u>Developing a healthy, safer lifestyle (taken from DT progression)</u> - To identify healthy and less healthy foods To explain why certain foods are healthier To explain why we need certain foods To explain why certain foods are good for us To sort foods into food groups To explain what each food group does for our body	<u>Developing a healthy, safer lifestyle (taken from DT progression)</u> To make a healthy fruit salad To understand what is included in healthy eating To plan a healthy balanced meal	<u>Preparing to play an active role as citizens - Equality</u> - To explain what 'unique' means To explain why we are all unique  <u>Mental wellbeing</u> To explore good and not so good feelings To recognise that people have different opinions To explain what can change our feelings	<u>Preparing to play an active role as citizens - Equality</u> - To recognise what is important to others and myself To share a story about myself To listen to stories about others  <u>Mental wellbeing</u> To recognise what change means To discuss changes that people experience To recognise the relationships between change and loss To describe how change and loss affects people	<u>Year 1</u> - To think about skills and talents To think about our bodies and recognise similarities and differences between boys and girls  <u>Year 2</u> - To think about skills and talents To respect and recognise gender differences To identify differences and similarities between boys and girls bodies To identify and name parts of the body	<u>Preparing to play an active role as citizens - Equality</u> - To share the meanings behind names To explain how my name links to my identity and background	<u>Preparing to play an active role as citizens - Equality</u> To discuss my hopes and dreams for the future To reflect on others hopes and dreams

## Building Tomorrow, Leading the Way

To identify who can help with feelings	To identify what can help us feel better To discuss asking for help with feelings									
<p><b>Year 1 sex education</b> - Changes, differences</p> <p><b>Year 2 sex education</b> - vagina, testicles, penis</p> <p><b>Year 3 respectful relationships</b> - friends, lonely, happiness, friendship, argument, safe, bully, secret</p> <p><b>Year 4 respectful relationships</b> - genders, careers, assumptions, jobs, grown up, stereotypes, men/women, girls/boys, adults/children</p> <p><b>Developing a healthy, safer lifestyle</b> - fruit and vegetables, bread, other cereals and potatoes, meat, fish and alternatives, milk and dairy and foods containing fat and/or sugar</p> <p><u><b>Equality lessons</b></u></p> <p><b>Lesson 1</b> - global, individual, identity, differences, similarities</p> <p><b>Lesson 2</b> - wonder, unique, individual, identity, difference, similar</p> <p><b>Lesson 3</b> - diversity, pronounce, history, importance</p> <p><b>Lesson 4</b> - belonging, community, unique</p> <p><b>Lesson 5</b> - history, stories, identity</p> <p><b>Lesson 6</b> - hopes, fears, dreams, disappointments</p>										

AQUEDUCT PRIMARY SCHOOL PDC AND RSE PROGRESSION GRID KEY STAGE 2

<p><b>SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE</b></p>	<p><b>PDC</b>  <u>Substantive and disciplinary knowledge</u>  <b>Substantive Knowledge-</b> To acquire the knowledge, understanding and skills they need to manage their lives now and in the future.  <b>Disciplinary Knowledge-</b> Is skills our children develop to meet the key strands in PDC - Developing confidence and responsibility and making the most of their abilities, preparing to play an active role as citizens, developing a healthy, safer lifestyle, developing good relationships and respecting the differences between people and a breadth of opportunities.</p> <p><b>RSE</b>  <u>Substantive and disciplinary knowledge</u>  <b>Substantive Knowledge-</b> To acquire the knowledge, understanding and skills they need to learn about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults  <b>Disciplinary Knowledge-</b> Is skills our children develop to meet the key strands in RSE - Families and people who care for me, caring friendships, respectful relationships, online relationships, mental wellbeing (including physical health and fitness), being safe (including first aid and internet safety and harms) and healthy eating.</p>
<p><b>END POINTS FOR THE END OF KEY STAGE 2</b></p>	<p><b>PDC</b>  <b>By the end of KS2:</b>  During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.</p> <p>They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.</p> <p>As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying</p> <p><b>RSE</b>  <b>By the end of KS2:</b>  During key stage 2 pupils will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the</p>

## Building Tomorrow, Leading the Way

differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary.

YEAR 3 AND 4										
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
Positivity		Safety		Respect		Learning		Happiness	Kindness	
CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	Relationships and Sex Education	CYCLE 1	CYCLE 2
<u>Basic first aid -</u> To know how to make a clear and efficient call to emergency services if necessary. Understand what first aid is and explore attitudes towards first aid and helping others. <u>Online relationships (taken from Computing progression) -</u> Agree sensible e-safety rules for the classroom. Choose a secure password for age-appropriate	<u>Basic first aid -</u> To know how to make a clear and efficient call to emergency services if necessary. Understand what first aid is and explore attitudes towards first aid and helping others. RECAP AND EMBED <u>Online relationships (taken from Computing progression) -</u> To talk about what games they enjoy playing and what good choices are	<u>Preparing to play an active role as citizens - Equality -</u> To identify some of the rights that all people share To know that children have their own special rights. To explain how and why rights help people. To show empathy for people whose rights are not met. <u>Respectful relationships -</u> To discuss feelings about arguments in a class group To have some ideas about how	<u>Preparing to play an active role as citizens - Equality -</u> To identify responsibilities as citizens To understand that human rights are universal <u>Respectful relationships -</u> To discuss feelings about violence in a class group; know that violence is illegal To know that behaviour effects others To know they play a role in stopping violence To know peer pressure can impact how they make the right choice and that	<u>Developing a healthy, safer lifestyle -</u> To identify a healthy balanced diet To recognise the importance of 5 a day and portions To identify healthy and less healthy foods To sort foods into food groups using the terminology fruit and veg, bread, cereals and potatoes, meat and fish, milk and dairy and sugar and fats To recognise why foods are good	<u>Developing a healthy, safer lifestyle -</u> RECAP FROM SCIENCE To understand the importance of different food groups and the role they play in making our body healthy USE the terminology fruit and veg, bread, cereals and potatoes, meat and fish, milk and dairy and sugar and fats To identify healthy and less healthy foods <u>Mental wellbeing -</u> To recognise that life is made up of	<u>Preparing to play an active role as citizens - Equality -</u> To identify key aspects of human rights. To share thoughts and opinions with confidence. <u>Developing a healthy, safer lifestyle -</u> To know that some drinks are less healthy because they contain too much sugar To know how to clean teeth properly including how often To understand too much sugar can cause damage	<u>Preparing to play an active role as citizens - Equality -</u> To identify rights that people share To discuss the rights of others To learn how to be a respecting citizen <u>Developing a healthy, safer lifestyle -</u> RECAP FROM SCIENCE To recognise the need for a healthy balanced diet To sort foods into food groups fruit and veg, bread, cereals and potatoes, meat and	<u>Year 3 -</u> To know the meaning of the word puberty To know that as children grow, there are physical and emotional changes To know there are changes we can and can not control To know that body parts have proper names and functions To know that boys and girls have different body parts and these change as they grow To know that reasons for these changes is so when the time is right, a man and woman can have a baby To begin to understand how human and animal babies grow and are looked after <u>Year 4 -</u> To know that during puberty our body changes and this is part of the life cycle To be aware that conception and birth feature in the life cycle To develop the skill of recognising and understanding emotional and physical changed	<u>Preparing to play an active role as citizens - Equality -</u> To identify rules that we have in our lives To identify rules that help keep us safe, happy and healthy.- link to school values	<u>Developing good relationships and respecting the differences between people Equality -</u> To know that stereotypes are To discuss negative impact of stereotypes To understand that actions they take should support equality and fairness <u>Mental wellbeing -</u> To name a wide range of feelings and emotions match feelings to a scale of intensity and identify strong feelings

## Building Tomorrow, Leading the Way

websites. Discuss what actions could be taken if I feel uncomfortable or upset online (e.g. awareness of the report abuse button.)	To recognise harmful content <b>Mental wellbeing –</b> To identify that feelings/emotions are part of a person's health and wellbeing To recognise that feelings usually change throughout the day To give examples of everyday things that can affect feelings To describe what can help people to feel good/better	to recognise negative feelings and behaviour To know where to go for help	their choice can impact bad behaviour	for our bodies	different stages and that death is when life ends To describe different situations that may cause someone to grieve To identify some different responses someone might have to grief To identify activities, actions and sources of support that can help a person to manage grief	to teeth To identify ways to promote healthy teeth	fish, milk and dairy and sugar and fats To know what is included in a healthy balanced diet including portions	To begin to know that each person experiences puberty differently To understand why the body changes in puberty To understand key facts about pregnancy To know that during puberty, girls begin menstruating – some girls develop sooner than others To know what a period is and how long a period lasts	To describe different feelings and how they are experienced in the body To recognise why it is important for people to express their feelings To explain how feelings and emotions can influence actions and behaviour To identify ways of coping with feelings in different situations To explain why it is important to talk about feelings and describe how this can feel To recognise that help, advice and support about feelings comes from different sources
---	---	--	---------------------------------------	----------------	---	---	---	--	---

### Vocabulary:

**Year 3 sex education** - Puberty, menstruation, conception, periods, pubic hair, breasts, facial hair, penis, vagina

**Year 4 sex education** - Puberty, emotional, conception, vagina, vulva, menstruation, periods, ovaries, fallopian tubes, hormones, testicles, sperm, penis, sex organs, pubic hair, breasts, anus

**Year 3 respectful relationships** - resolving, conflict, violent, hurt, argument, NSPCC, childline, emergency

**Year 4 respectful relationships** - violence, excuses, responsibility, arguments, safely, actions, feelings, law, worries, problems, fight

**Developing a healthy, safer lifestyle** - fruit and vegetables, bread, cereals and potatoes, meat and fish, milk and dairy and sugar and fats



## Building Tomorrow, Leading the Way

YEAR 5 AND 6										
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
Positivity		Safety		Respect		Learning		Happiness	Kindness	
CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	CYCLE 1	CYCLE 2	Relationships and Sex Education	CYCLE 1	CYCLE 2
<p><u>Basic first aid</u> - To understand what first aid is To explain some situations where someone might need to give someone first aid</p> <p><u>Online relationships (taken from Computing progression)</u> - To demonstrate how to be safe on the internet To discuss the importance of keeping an adult informed about what they are doing online To know who to report online safety issues to</p>	<p><u>Basic first aid</u> - To understand what first aid is To explain some situations where someone might need to give someone first aid</p> <p>RECAP AND EMBED</p> <p><u>Mental wellbeing</u> - To explain what is meant by the term 'mental health'. To identify everyday behaviours that can help to support mental and physical health To recognise that we can take care of our mental and physical health'</p>	<p><u>Respectful relationships</u> - To think about how their behaviour affects others To understand that sometimes children are experiencing problems that they may find difficult to share To discuss their feelings about secrets and friendships in a class group To know that some secrets are unhealthy and that it is ok to ask for help</p> <p><u>Families and people who care for me</u> - To describe the different ways in which people can be a family To explain some of the ways that families show</p>	<p><u>Preparing to play an active role as citizens - Equality</u> - To identify how people may feel if their human rights were not met To research human rights issues and share thoughts and findings To identify things I can do to respect and protect the rights of others</p> <p><u>Respectful relationships</u> - To discuss assumptions that led to stereotypical views To consider how stereotypes affect them and their own reactions</p>	<p><u>Developing a healthy, safer lifestyle</u> - To recognise why different foods are good for my body To recognise the need for different foods in the body</p> <p><u>Mental wellbeing</u> - To describe what can impact on mental health To discuss how mental wellbeing can be affected To recognise conflicting emotions and when these might be experienced To explain how feelings and emotions change over time To identify positive actions to support</p>	<p><u>Developing a healthy, safer lifestyle</u> - To recognise healthy and less healthy foods To sort foods into specific food groups To understand the five main food groups To understand and identify healthy food menus</p>	<p><u>Preparing to play an active role as citizens - Equality</u> - To explore and examine human rights To identify human rights that all children share To understand that all people are entitled to human rights</p> <p><u>Developing a healthy, safer lifestyle</u> - To recognise why different foods are good for my body</p> <p><u>Online relationships (taken from Computing progression)</u> - To show an awareness of how safe individuals</p>	<p><u>Developing a healthy, safer lifestyle</u> - To plan a healthy packed lunch that contains a variety of food groups that will give a range of nutrients</p> <p><u>Mental wellbeing</u> - To identify how loss and bereavement might affect someone To recognise grieving takes time and can include many different feelings To describe self-help strategies To identify ways to support someone who is grieving To describe different sources of support</p>	<p><u>Year 5</u> - To know and understand the physical and emotional changes that take place during puberty To know why emotional and physical changes happen To understand how to manage emotional and physical changes To know and understand the process of menstruation To know and understand the process of reproduction To understand where to and how to get help with these changes To discuss words and phrases used to describe sex and relationships To know and understand the process of pregnancy</p> <p><u>Year 6</u> - To know why honesty, loyalty, understanding and respect are important in relationships To recognise positive things about themselves and others To know how to manage change appropriately To know how changes at puberty affect bodily hygiene To understand that puberty can be a positive and exciting time To know and understand the physical changes that happen during puberty</p>	<p><u>Preparing to play an active role as citizens - Equality</u> - To identify the similarities and differences between people To explain what universal means To understand it is unacceptable to disobey human rights To reflect on why people may disobey human rights</p> <p><u>Families and people who care for me</u> - To explain young people's rights when parents separate To identify the different ways arrangements for children can be made if</p>	<p><u>Mental wellbeing</u> - To identify feelings people might experience when starting a new school / moving schools (KS3) To recognise common causes of worry, challenges and opportunities that may be part of transitioning To identify and evaluate different sources of support To identify ways to positively manage the move to secondary school (KS3)</p>

## Building Tomorrow, Leading the Way

		that they care for each other To describe the range of emotions that young people may feel when parents separate To understand what friends can do to support us		wellbeing To identify their support network		need to be when using online communication tools, e.g., blogs, messaging.		To know and understand the correct language for body parts To know body parts functions in reproduction	parents separate To discuss how young people can be consulted if parents separate To identify sources of support	
--	--	--	--	--	--	---	--	--	--	--

### Vocabulary:

**Year 5 sex education** - Puberty, reproduction, physical changes, emotional changes, menstruation, periods, love, sex, sperm, egg, baby, contraception, pregnancy, sanitary towel, tampon, breast, fallopian tube, uterus, womb, ovary, urethra, testicle, fertilisation, foetus, sex organs, ovum, vagina, penis

**Year 6 sex education** - Physical changes,, emotional changes, puberty, hormones, pubic hair, breasts, penis, testicles, erection, period, wet dream, body hair, ovary, ovulation, womb, uterus, pregnancy, labia, clitoris, genitals, vagina, urethra, anus, scrotum, prostate gland, endometrium, cervix, foreskin

**Year 5 respectful relationships** - secrets, stories, problems, solutions, Hideout, NSPCC, childline, refuge, worried, friends

**Year 6 respectful relationships** - attitudes, beliefs, roles, society, arguments, prosecuting lawyers, defence lawyers, fair, law, jury, judge

**Developing a healthy, safer lifestyle** - vitamins, minerals, nutrients, carbohydrates, protein, fruit and vegetables, dairy and sugar and fats