Chapel St Leonards Primary School
Relationships and Sex Education Policy

Aims and Objectives

The aim of Relationships Education at Chapel St Leonards Primary School is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community. Relationships Education is not about sexual relationships.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

Context and Rationale

This policy covers our school's approach to Relationship and Sex Education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

It was produced with guidance from the PSHE Association and through consultation with our staff, Local School Board, and most importantly with our pupils and parents.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act (2010)
- DfE (2015) 'National Curriculum in England: Science programmes of study'
- Children and Social Work Act (2017)
- DfE (2021) 'Keeping Children Safe in Education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Equality Objectives
- Equality Statement
- SEND Policy

It will be reviewed on a regular basis to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the Department for Education (DfE) but also remains relevant to the experiences of our pupils.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

As part of the Education Act 2002, all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Policy Development

This policy has been developed in consultation with staff, governors, pupils and parents as required by the DfE. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's Relationships Education programme.

This process involved the following steps:
1. Review
2. Staff consultation
3. Parent/stakeholder consultation
4. Pupil consultation
5. Ratification

Defining Comprehensive Relationship Education:

The DfE defines Relationships Education as, *'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.'*

However, we believe comprehensive Relationships Education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive Relationships Education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive Relationships Education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at Primary School:

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationships Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on Sex Education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving Sex Education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology

we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school Sex Education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the National Curriculum for Science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boy's bodies function and change as they grow into adults.

We believe that Sex Education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Availability of Policy

Parents and carers will be informed about the policy through the consultation process. The policy is available to parents and carers through our school website. If you require this policy in hard copy please contact the school office.

Learning Environments

At Chapel St Leonards Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Chapel St Leonards Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Ground rules and behaviour expectations will be used and reinforced during all RSE sessions so that each child feels safe and secure to share their thought and opinions in a respectful way.

Entitlement and Equality of Opportunities

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Learning and Teaching

Approaches

Relationships Education is compulsory in primary schools from 2021, so all pupils must take part in these lessons. Sex Education is not compulsory for primary schools. In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach.

Our RSE programme is an integral part of our whole school Personal Development education provision and will cover all relevant objectives shown in Appendix 1. We will ensure RSE is matched to the needs of our pupils by regularly reviewing the objectives and activities set, highlighting needs and assessing each child individually. Our RSE programme will be taught through a range of teaching methods and interactive activities. It is delivered by the classroom teacher or a supporting member of staff in that class, importantly someone who knows the children.

The curriculum used is a programme of study called 1Decision. This will be used from EYFS up to Year Six. The programme covers all necessary approaches to Relationships Education, using online plans, videos and work to fit the needs of all pupils. All objectives and lessons are planned around the DfE guidance and statutory requirements and have been checked and PSHE Association Quality Assured. We also enhance this program with further Online Safety lessons (Appendix 2) and First Aid Champions by The Red Cross (Appendix 2).

Planning and Outcomes

Relationships Education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff who have the appropriate training to do so.

The DfE has set out guidance on what children must learn by the end of Year Six, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Details of the objectives covered in each theme can be found in Appendix 1.

Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in Year Four. For this reason, we teach puberty lessons to all children starting from Year Four.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In school we have a menstruation kit available which contains sanitary products. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

Timetabling

Our RSE education takes place within Personal Development lessons which are timetabled weekly for at least 30 minutes. Our provision is further enriched by the use of outside visitors who enhance the learning rather than replace it.

Assessment and Monitoring

The children's work is collated into a 1Decision workbook. This will act as evidence of the work the children have been involved in and document their learning experiences.

As part of 1Decision there are specific lessons where children can use their workbooks to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.

These workbooks are kept from Year One up until Year Six and can be used for teacher's summative and formative assessment against the statutory guidelines.

The person responsible for RSE in schools will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DfE guidelines.

Teaching Responsibility and Staff Training

The Local School Board - will approve the Relationships Education policy, and hold the headteacher to account for its implementation.

The Headteacher - is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory Sex Education lessons, if applicable.

Personal Development Leader – is responsible for monitoring progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DfE guidelines.

Staff - are responsible for:

- Delivering Relationships Education in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to Relationships Education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory Sex Education lessons, if applicable.
- Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching this subject are encouraged to seek support.

Pupils - are expected to engage fully in Relationships Education lessons and treat others with respect and sensitivity, as we expect all the time in school.

Staff are trained on the delivery of Relationships Education as part of their induction and it is included in our Continuing Professional Development calendar. The headteacher will also invite visitors from outside the school, such as school nurses and other health professionals, to provide support and training to staff teaching RSE. The sessions delivered by outside visitors will be consistent with our policy on Relationships Education.

Confidentiality and handling disclosures

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationships or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in meetings before the programme is delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for

whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Responding to pupils' questions

Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the Relationships Education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class. We operate an open-door policy and welcome parents' questions in regard to concerns they may have.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystery out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that maybe it is far better than the alternative. For children these questions are not rude, they are simply a sign of a healthy and natural curiosity.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.

If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"* This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management. If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent if possible and talk through their response.

Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Each classroom has an 'Ask It Basket' in which children can post their questions that may be uncomfortable to ask verbally or adults can add questions too that may need further explanation.

Rights to withdraw

Parents have the right to withdraw their children from Sex Education lessons taught as part of the Relationships Education curriculum. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from Sex Education. Primary schools are required to teach the elements of Sex Education contained in the Science curriculum and there continues to be no right to withdraw from these lessons. See Appendix 3. Puberty lessons are a compulsory element of the RSE curriculum. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Knowledge organisers for each lesson from 1Decision are given at the start of each term in the Homework Journals so that key vocabulary and content can be shared at home.

Should a parent decide that they do not wish their child to take part in any of the non-statutory lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to

withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

Links to other school policies and areas of the curriculum

Science, PE, D&T, Computing, Safeguarding, SEND policy, Behaviour policy, Confidentiality Policy and SMSC Curriculum.

At Key Stage 2, the Science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory. Religious Education links to Relationships Education by looking at family, values and morals, and the celebration of marriage in different traditions. Health Education, which is statutory in state funded schools from the Summer term of 2021, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

Monitoring and Evaluation

The Personal Development Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of Personal Development, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff Professional Development Meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

Review

Our RSE policy will be fully reviewed once it has been in place for one year.

Appendices

Appendix 1 – Overview of learning objectives
Appendix 2 - Overview of whole school provision
Appendix 3 - Science Objectives

Appendix 1

Chapel St Leonards Primary School

Personal Development Curriculum Progression – Relationships

Families and close, positive relationships

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives		✓		✓	✓	✓					✓	✓	✓				✓	✓
R2. to identify the people who love and care for them and what they do to help them feel cared for				✓	✓	✓				✓	✓		✓			✓		✓
R3. about different types of families including those that may be different to their own				✓	✓													
R4. to identify common features of family life				✓	✓						✓							
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried				✓			✓			✓			✓			✓		✓

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)						✓	✓	✓	✓	✓						✓						✓	✓	✓
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different							✓	✓	✓	✓							✓							
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong							✓	✓	✓	✓							✓							
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others							✓	✓	✓	✓														
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart							✓	✓	✓	✓														
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	✓					✓	✓	✓	✓	✓	✓	✓				✓	✓	✓					✓	
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability							✓	✓	✓	✓	✓						✓						✓	

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	✓			✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓						✓	
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice				✓		✓															✓			

Friendships

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
R6. about how people make friends and what makes a good friendship				✓		✓				✓		✓		✓		✓		✓
R7. about how to recognise when they or someone else feels lonely and what to do	✓									✓								
R8. simple strategies to resolve arguments between friends positively				✓						✓								
R9. how to ask for help if a friendship is making them feel unhappy				✓						✓			✓			✓		

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing				✓			✓				✓			✓		✓		✓			✓			
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships		✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face						✓												✓						✓
R13. the importance of seeking support if feeling lonely or excluded							✓					✓	✓	✓			✓		✓					
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them							✓				✓		✓	✓	✓	✓	✓							
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others			✓								✓				✓		✓	✓			✓			✓
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends							✓			✓							✓							
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely				✓			✓							✓			✓	✓						
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary		✓	✓	✓		✓						✓		✓	✓			✓			✓	✓		✓

Managing hurtful behaviour and bullying

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	✓					✓				✓		✓	✓			✓		✓
R11. about how people may feel if they experience hurtful behaviour or bullying	✓			✓		✓				✓		✓				✓		
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	✓					✓				✓		✓				✓		✓

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour				✓								✓		✓										✓
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	✓			✓		✓	✓					✓		✓			✓	✓	✓					✓
R21. about discrimination: what it means and how to challenge it											✓						✓						✓	

Safe Relationships

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private																✓		
R14. that sometimes people may behave differently online, including by pretending to be someone they are not						✓						✓						✓
R15. how to respond safely to adults they don't know						✓		✓				✓						✓
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe																✓		✓
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought						✓		✓				✓			✓	✓		✓
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)																✓		
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe						✓		✓										✓
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	✓					✓	✓	✓				✓	✓		✓	✓		✓

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);		✓		✓	✓	✓				✓		✓		✓				✓		✓				✓
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns						✓												✓						✓
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know						✓				✓		✓						✓		✓				✓
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact				✓		✓				✓			✓	✓										
R26. about seeking and giving permission (consent) in different situations		✓	✓	✓		✓		✓										✓		✓			✓	✓
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret										✓														
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this		✓	✓			✓						✓			✓			✓			✓			✓

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	✓			✓		✓				✓		✓						✓			✓	✓		✓

Respecting Self and Others

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
R21. about what is kind and unkind behaviour, and how this can affect others	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	
R22. about how to treat themselves and others with respect; how to be polite and courteous	✓			✓		✓	✓	✓		✓		✓		✓		✓	✓	✓
R23. to recognise the ways in which they are the same and different to others				✓	✓			✓										
R24. how to listen to other people and play and work cooperatively	✓			✓				✓		✓								
R25. how to talk about and share their opinions on things that matter to them				✓			✓	✓								✓		

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online							✓	✓			✓	✓	✓	✓			✓	✓		✓			✓	✓
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships		✓		✓		✓		✓			✓	✓					✓	✓		✓		✓	✓	✓
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background										✓	✓						✓						✓	
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own							✓				✓			✓	✓	✓	✓	✓					✓	
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with								✓			✓		✓	✓	✓	✓	✓	✓			✓		✓	

Personal Development Curriculum Progression – Health and Wellbeing

Healthy Lifestyles – Physical Wellbeing

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
H1. about what keeping healthy means; different ways to keep healthy			✓						✓				✓		✓			
H2. about foods that support good health and the risks of eating too much sugar									✓						✓			
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday			✓					✓					✓		✓			
H4. about why sleep is important and different ways to rest and relax			✓										✓		✓			
H5. simple hygiene routines that can stop germs from spreading			✓						✓						✓			
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy															✓			
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health			✓						✓						✓			
H8. how to keep safe in the sun and protect skin from sun damage						✓												✓
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV			✓			✓						✓	✓		✓			✓
H10. about the people who help us to stay physically healthy									✓						✓			✓

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
H1. how to make informed decisions about health			✓				✓		✓	✓					✓						✓			
H2. about the elements of a balanced, healthy lifestyle			✓				✓		✓						✓						✓			
H3. about choices that support a healthy lifestyle, and recognise what might influence these			✓				✓		✓			✓			✓						✓			
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	✓						✓		✓						✓						✓		✓	
H5. about what good physical health means; how to recognise early signs of physical illness							✓		✓												✓			
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.			✓						✓															
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle			✓				✓		✓			✓			✓									
H8. about how sleep contributes to a healthy lifestyle; routines that	✓						✓		✓						✓									

support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn																							
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it			✓				✓		✓														
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed			✓				✓							✓						✓			
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)			✓				✓		✓														
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer			✓			✓	✓							✓						✓			
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online			✓			✓	✓		✓					✓			✓						✓
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health			✓				✓							✓						✓			

Healthy Eating

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
H11. about different feelings that humans can experience	✓					✓	✓			✓		✓	✓					
H12. how to recognise and name different feelings	✓						✓			✓			✓					
H13. how feelings can affect people's bodies and how they behave	✓					✓	✓			✓		✓	✓					
H14. how to recognise what others might be feeling	✓					✓	✓			✓		✓	✓	✓				
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	✓			✓		✓	✓	✓		✓		✓	✓	✓				
H16. about ways of sharing feelings; a range of words to describe feelings	✓			✓			✓	✓		✓		✓	✓			✓		✓
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)		✓	✓	✓			✓						✓		✓			
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	✓						✓	✓		✓			✓			✓		
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	✓						✓			✓			✓			✓		✓
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better													✓					

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	✓		✓				✓		✓				✓		✓				✓		✓			
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	✓						✓		✓		✓			✓	✓						✓			
H17. to recognise that feelings can change over time and range in intensity	✓						✓			✓			✓						✓			✓		
H18. about everyday things that affect feelings and the importance of expressing feelings	✓			✓			✓			✓		✓	✓	✓				✓	✓		✓	✓		
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	✓			✓			✓			✓		✓	✓			✓	✓	✓	✓			✓		
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	✓			✓			✓			✓		✓	✓	✓			✓	✓	✓			✓		
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	✓						✓		✓	✓				✓	✓	✓					✓			

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult							✓												✓		✓			
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	✓						✓												✓					
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	✓			✓			✓			✓		✓	✓	✓		✓	✓	✓	✓			✓	✓	

Ourselves, Growing and Changing

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
H21. to recognise what makes them special	✓	✓		✓	✓													
H22. to recognise the ways in which we are all unique	✓	✓		✓	✓			✓										✓
H23. to identify what they are good at, what they like and dislike					✓			✓										
H24. how to manage when finding things difficult	✓			✓			✓	✓		✓		✓	✓			✓		✓
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)																✓		
H26. about growing and changing from young to old and how people's needs change		✓			✓									✓				
H27. about preparing to move to a new class/year group		✓					✓											

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)										✓	✓			✓			✓						✓	
H26. that for some people gender identity does not correspond with their biological sex																	✓							
H27. to recognise their individuality and personal qualities							✓	✓		✓	✓			✓			✓						✓	
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth							✓	✓			✓			✓						✓				
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking							✓																	
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction										✓														
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)										✓												✓		
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene										✓												✓		
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for																						✓		
H34. about where to get more information, help and advice about growing and changing, especially about puberty										✓												✓		

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
H35. about the new opportunities and responsibilities that increasing independence may bring		✓						✓		✓	✓	✓		✓				✓		✓			✓	✓
H36. strategies to manage transitions between classes and key stages																			✓					

Keeping Safe

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
H28. about rules and age restrictions that keep us safe		✓						✓				✓						✓
H29. to recognise risk in simple everyday situations and what action to take to minimise harm		✓				✓		✓			✓	✓		✓				✓
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)		✓				✓		✓				✓						✓
H31. that household products (including medicines) can be harmful if not used correctly															✓			✓
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely						✓		✓								✓		✓
H33. about the people whose job it is to help keep us safe						✓		✓							✓	✓		✓
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them						✓						✓						✓
H35. about what to do if there is an accident and someone is hurt		✓						✓										✓
H36. how to get help in an emergency (how to dial 999 and what to say)		✓						✓										✓

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming						✓		✓				✓	✓	✓	✓			✓		✓	✓		✓	✓
H38. how to predict, assess and manage risk in different situations		✓				✓		✓				✓						✓		✓	✓			✓
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe						✓						✓		✓				✓			✓			✓
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)			✓															✓			✓			✓
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about						✓		✓				✓						✓						✓
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact						✓						✓						✓						✓

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6

H43. about what is meant by first aid; basic techniques for dealing with common injuries																							
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say						✓																	
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk																							

Drugs, Alcohol and Tobacco

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
H37. about things that people can put into their body or on their skin; how these can affect how people feel																		

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break															✓						✓			
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others															✓						✓			
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);															✓						✓			
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping															✓									
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns															✓						✓			

Chapel St Leonards Primary School

Personal Development Curriculum Progression – Living in the Wider World

Shared Responsibility

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
L1. about what rules are, why they are needed, and why different rules are needed for different situations		✓						✓				✓						✓
L2. how people and other living things have different needs; about the					✓						✓						✓	
responsibilities of caring for them																		
L3. about things they can do to help look after their environment											✓						✓	

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws		✓				✓		✓			✓	✓			✓			✓		✓	✓		✓	✓
L2. to recognise there are human rights, that are there to protect everyone						✓				✓							✓						✓	
L3. about the relationship between rights and responsibilities						✓								✓						✓			✓	
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	✓				✓	✓	✓	✓			✓	✓	✓	✓			✓	✓		✓		✓	✓	
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)					✓	✓		✓			✓	✓		✓						✓			✓	

Communities

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
L4. about the different groups they belong to				✓	✓													
L5. about the different roles and responsibilities people have in their community								✓			✓						✓	✓
L6. to recognise the ways they are the same as, and different to, other people				✓	✓													

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
L6. about the different groups that make up their community; what living in a community means										✓	✓	✓					✓						✓	
L7. to value the different contributions that people and groups make to the community					✓						✓	✓					✓						✓	
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities										✓	✓						✓						✓	
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes																							✓	
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced											✓			✓			✓						✓	

Media and Digital Resilience

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others						✓						✓						
L8. about the role of the internet in everyday life						✓						✓						
L9. that not all information seen online is true						✓						✓						✓

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
L11. recognise ways in which the internet and social media can be used both positively and negatively						✓						✓						✓						✓
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results						✓						✓												✓
L13. about some of the different ways information and data is shared and used online, including for commercial purposes												✓											✓	
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information												✓												
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images																		✓						✓
L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation												✓						✓						

Economic Wellbeing: Money

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
L10. what money is; forms that money comes in; that money comes from different sources											✓							
L11. that people make different choices about how to save and spend money											✓							
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want											✓			✓				
L13. that money needs to be looked after; different ways of doing this											✓							

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
L17. about the different ways to pay for things and the choices people have about this											✓						✓						✓	
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'																	✓						✓	
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)																							✓	
L20. to recognise that people make spending decisions based on priorities, needs and wants																	✓							
L21. different ways to keep track of money																							✓	
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe																							✓	
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations																							✓	
L24. to identify the ways that money can impact on people's feelings and emotions																							✓	

Economic Wellbeing: Aspirations, Work and Careers

Key Stage 1	Y1 T1	Y1 T2	Y1 T3	Y1 T4	Y1 T5	Y1 T6	Y2 T1	Y2 T2	Y2 T3	Y2 T4	Y2 T5	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6
L14. that everyone has different strengths	✓							✓										
L15. that jobs help people to earn money to pay for things																		
L16. different jobs that people they know or people who work in the community do								✓			✓							✓
L17. about some of the strengths and interests someone might need to do different jobs											✓							

Key Stage 2	Y3 T1	Y3 T2	Y3 T3	Y3 T4	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T4	Y4 T5	Y4 T6	Y5 T1	Y5 T2	Y5 T3	Y5 T4	Y5 T5	Y5 T6	Y6 T1	Y6 T2	Y6 T3	Y6 T4	Y6 T5	Y6 T6
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes							✓				✓						✓						✓	
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life											✓						✓						✓	
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them											✓												✓	
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)											✓						✓						✓	
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid											✓												✓	
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation		✓						✓			✓												✓	
L31. to identify the kind of job that they might like to do when they are older											✓						✓						✓	
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)											✓												✓	

Appendix 2

Whole School – Personal Development Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**
	Communication	Organisation	Resilience	Ambition	Leadership	Safety
	1decision	**1decision**	**1decision**	**1decision**	**1decision**	**1decision**
	Blue Dilemma Drops (Mindfulness videos to be used throughout the year)	Green Dilemma Drops	Pink Dilemma Drops	Purple Dilemma Drops	Red Dilemma Drops	Yellow Dilemma Drops Rainbow Dilemma Drops
	Online Safety	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**
		A Computer The Internet	Searching the Internet Personal Information	Games and Apps Calming Down	Being Careful Internet Safety Rules	Being Nice Staying Safe Online
	Extended coverage	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**
	* Introduction to school * Daily photo recognition of emotions * School Council voting * Eco Council voting	* Christmas enterprise project	* Problem solving session (whole school)	* Careers week	* Pupil take over day	*Drowning Prevention week * Road Safety * Transition to new class
Year 1	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**
	Communication	Organisation	Resilience	Ambition	Leadership	Safety
	1decision	**1decision**	**1decision**	**1decision**	**1decision**	**1decision**
	Assessment - Baseline Jealousy (Mindfulness videos to be used throughout the year)	Assessment - Baseline Water Spillage	Assessment - Baseline Washing Hands	Assessment - Baseline Friendship	Assessment - Baseline Growing In Our World Assessment - Baseline Is it safe to eat or drink?	Assessment - Baseline Road Safety
	First Aid - Introduction	**First Aid – First Aid module**	**First Aid – Kindness and Coping module**	**First Aid – Safety module**	**First Aid**	**First Aid - Share**
	Why is first aid important?	Asthma Attack	What do kindness and coping mean?	Calling 999		Review of year's learning – share activities
	Online Safety	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**
	The internet	Personal Information	Searching the internet	Exploring online	Using emails	Assessment - Baseline

Appendix 2

Whole School – Personal Development Overview

						Online Bullying
	Extended coverage	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**
	* School Council voting * Eco Council voting	* Christmas enterprise project	* Problem solving session (whole school)	* Careers week	* Pupil take over day	*Drowning Prevention week * Road Safety * Transition to new class
Year 2	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**
	Communication	Organisation	Resilience	Ambition	Leadership	Safety
	1decision	**1decision**	**1decision**	**1decision**	**1decision**	**1decision**
	Worry Anger (Mindfulness videos to be used throughout the year)	Practice Makes Perfect Helping Someone in Need * Fire Safety (special module)	Healthy Eating Brushing Teeth	Bullying Body Language	Living In Our World Working In Our World * Hazzard watch delivered in Term 2	Tying Shoelaces
	First Aid - Introduction	**First Aid – First Aid module**	**First Aid – Kindness and Coping module**	**First Aid – Safety module**	**First Aid**	**First Aid - Share**
	Meet the characters	Burns	Coping skills			Review of year's learning – share activities
	Online Safety	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**
	Games and apps	Being careful online	Online stories	Online rules	Staying safe online	Image Sharing Computer Safety Documentary
	Extended coverage	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**
	* School Council voting * Eco Council voting	* Christmas enterprise project	* Problem solving session (whole school)	* Careers week	* Pupil take over day	*Drowning Prevention week * Road Safety * Transition to new class
Year 3	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**
	Communication	Organisation	Resilience	Ambition	Leadership	Safety

Appendix 2

Whole School – Personal Development Overview

	1decision	**1decision**	**1decision**	**1decision**	**1decision**	**1decision**
	Grief Assessment – Summative (Mindfulness videos to be used throughout the year)	Stealing Assessment - Summative	Medicine Assessment - Summative	Touch Assessment - Summative	Looking After Our World Assessment – Summative Is it safe to play with? Assessment - Summative	Staying Safe Leaning Out of Windows Assessment - Summative
	First Aid - Introduction	**First Aid – First Aid module**	**First Aid – Kindness and Coping module**	**First Aid – Safety module**	**First Aid**	**First Aid - Share**
	Giving first aid	Bleeding		Spot the danger		Review of year's learning – share activities
	Online Safety	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**
	Online Safety Overview	Exploring online	Communication devices	Communicating online		Making Friends Online Assessment - Summative
	Extended coverage	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**
	* School Council voting * Eco Council voting	* Christmas enterprise project	* Problem solving session (whole school)	* Careers week	* Pupil take over day * Rules lesson (S:Drive)	*Drowning Prevention week * RNLI Beach Safety * Transition to new class
Year 4	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**
	Communication	Organisation	Resilience	Ambition	Leadership	Safety
	1decision	**1decision**	**1decision**	**1decision**	**1decision**	**1decision**
	Assessment - Baseline Jealousy (Mindfulness videos to be used throughout the year)	Assessment - Baseline Coming Home on Time	Assessment - Baseline Healthy Living	Assessment - Baseline Appropriate Touch (Relationships) Puberty	Assessment - Baseline Chores at Home Assessment - Baseline Breaking Down Barriers	Assessment - Baseline Cycle Safety
	First Aid - Introduction	**First Aid – First Aid module**	**First Aid – Kindness and Coping module**	**First Aid – Safety module**	**First Aid**	**First Aid - Share**
	Introduction to the red	Head injury	Thinking about helping			Review of year's

Appendix 2

Whole School – Personal Development Overview

	cross Meet the characters		Decision making			learning – share activities
	Online Safety	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**
	Personal Information	Games and Apps	Cyberbullying	Online situations	Being smart online	Assessment - Baseline Online Bullying
	Extended coverage	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**
	* School Council voting * Eco Council voting	* Christmas enterprise project	* Problem solving session (whole school)	* Careers week	* Pupil take over day * Strong Societies lesson (S:Drive)	*Drowning Prevention week * RNLI Beach Safety * Transition to new class
Year 5	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**
	Communication	Organisation	Resilience	Ambition	Leadership	Safety
	1decision	**1decision**	**1decision**	**1decision**	**1decision**	**1decision**
	Anger Adults' & Children's Views (Mindfulness videos to be used throughout the year)	Looking Out for Others Adults' & Children's Views	Smoking Adults' & Children's Views	Puberty * recap/review Adults' & Children's Views	Enterprise Adults' & Children's Views Inclusion and Acceptance Adults' & Children's Views	Peer Pressure Adults' & Children's Views
	First Aid - Introduction	**First Aid – First Aid module**	**First Aid – Kindness and Coping module**	**First Aid – Safety module**	**First Aid**	**First Aid - Share**
	Why is first aid important	Broken bones Choking	Emotions and comforting others Words of kindness and comfort			Review of year's learning – share activities
	Online Safety	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**
	Online Safety Overview	Social Media	Cyber Bullying	Online communication	Digital Footprints	Image Sharing Adults' & Children's Views
	Extended coverage	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**
	* School Council voting	* Christmas enterprise	* Problem solving	* Careers week	* Pupil take over day	*Drowning Prevention

Appendix 2

Whole School – Personal Development Overview

	* Eco Council voting * Mini Police	project	session (whole school)	* Careers fair	* Democracy (3 parts) lesson (S:Drive) * Introduction to UK parliament – online workshop – (HoP)	week * Cycle Safety - Bikeability * Transition to new class
Year 6	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**	**CORALS Value:**
	Communication	Organisation	Resilience	Ambition	Leadership	Safety
	1decision	**1decision**	**1decision**	**1decision**	**1decision**	**1decision**
	Worry Assessment – Summative (Mindfulness videos to be used throughout the year)	Stealing Assessment - Summative	Alcohol Assessment - Summative	Assessment - Summative	In-App Purchases Assessment – Summative British Values Assessment - Summative	Water Safety Assessment - Summative
	First Aid - Introduction	**First Aid – First Aid module**	**First Aid – Kindness and Coping module**	**First Aid – Safety module**	**First Aid**	**First Aid - Share**
	Giving first aid	Unresponsive and breathing Unresponsive and not breathing	Keeping calm Creating a calm and kindness plan	Safety story		Review of year's learning – share activities
	Online Safety	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**	**Online Safety**
	Online scams	Online chatting	Being online and wellbeing	Online behaviour	Staying safe online	Making Friends Online Assessment - Summative
	Extended coverage	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**	**Extended coverage**
	* School Council voting * Eco Council voting * Mini Police * House captain voting * Dare 25	* Christmas enterprise project *Dare 25	* Problem solving session (whole school)	* Careers week * Careers fair	* Pupil take over day * Debating Lesson (S:Drive) * Laws and debating – online workshop (HoP)	*Drowning Prevention week * Cycle Safety - Bikeability * Transition to secondary

Appendix 2

Whole School – Personal Development Overview

SMSC and British Values Mapped on individual year group coverage documents

Appendix 3

Chapel St Leonards Primary School: Science Progression Hierarchy

Hierarchy of Skills: Science

Year 5 and Year 6 Working Scientifically

- Plan enquiries, including recognising and controlling variables where necessary.
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.
- Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.
- Present findings in written form, displays and other presentations.
- Use test results to make predictions to set up further comparative and fair tests.
- Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Year 6	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	**Animals including humans** Describe the ways in which nutrients and water are transported within animals including humans. Identify and name the main part s of the human circulatory system and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	**Light** Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Evolution and inheritance** Recognise that living things have changed over time and that fossils provide information about living things and inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.	**Living things and their habitats** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
Year 5	**Earth and space** Describe the movement of the Earth and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Animals including humans** Describe the changes as humans develop from birth to old age.	**Properties and changes of materials** Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating. Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	**Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that ac between moving surfaces. Recognise that some mechanisms including levers pulleys and gears allow a smaller force to have a greater effect.	**Living things and their habitats** Describe the differences in the life cycles of a mammal, and insect and a bird. Describe the life process of reproduction in some plants and animals.

Appendix 3

Chapel St Leonards Primary School: Science Progression Hierarchy

Year 3 and Year 4 Working Scientifically					
• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.					
Year 4	**Electricity**	**Animals, including humans**	**States of matter**	**Sound**	**Living things and their habitats**
	Identify common appliances that run on electricity. Construct a simple series of electrical circuits identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Construct and interpret a variety of food chains identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions.	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Identify how sounds are made associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it. Find patters between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound increases.	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.
Year 3	**Plants**	**Animals, including humans**	**Light**	**Forces and Magnets**	**Rocks**
	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water nutrients from soil and room to grow) Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.	Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.	Compare how things move on different surfaces. Notice that some forces need contact between two objects but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel	Compare and group together different kinds of rocks on the basis of their appearance and some simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. Recognise that soils are made from rocks and organic matter.

Appendix 3

Chapel St Leonards Primary School: Science Progression Hierarchy

				each other, depending on which poles are facing.	

Year 1 and Year 2 Working Scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Year 2	**Plants**	**Animals, including humans**	**Everyday materials**	**Living things and their habitats**
	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Notice that animals including humans have offspring which grow into adults Find out about and describe the basic needs of animals including humans for survival (water, food and air) Describe the importance of humans of exercise, eating the right amounts of different types of food and hygiene.	Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats including micro habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.
Year 1	**Plants**	**Animals, including humans**	**Everyday materials**	**Seasonal changes**
	Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees.	Identify and name a variety of common animals including: fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Observe changes across the four seasons. Observe and describe weather associated with season and how day length varies.

Appendix 3

Chapel St Leonards Primary School: Science Progression Hierarchy

Hierarchy of Skills: Science					
Year 5 and Year 6 Working Scientifically					
• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.					
Year 6	**Electricity**	**Animals including humans**	**Light**	**Evolution and inheritance**	**Living things and their habitats**
	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	Describe the ways in which nutrients and water are transported within animals including humans. Identify and name the main part s of the human circulatory system and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Recognise that living things have changed over time and that fossils provide information about living things and inhabited the Earth millions of years ago. Recognise that living things produce offspring **of the same kind** but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
Year 5	**Earth and space**	**Animals including humans**	**Properties and changes of materials**	**Forces**	**Living things and their habitats**
	Describe the movement of the Earth and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Describe the changes as humans develop from birth to old age.	Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated including through filtering, sieving and evaporating. Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that ac between moving surfaces. Recognise that some mechanisms including levers pulleys and gears allow a smaller force to have a greater effect.	Describe the differences in the life cycles of a mammal, and insect and a bird. Describe the life process of reproduction in some plants and animals.

Appendix 3

Chapel St Leonards Primary School: Science Progression Hierarchy

Year 3 and Year 4 Working Scientifically

- Ask relevant questions.
- Set up simple, practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

Year 4	**Electricity**	**Animals, including humans**	**States of matter**	**Sound**	**Living things and their habitats**
	Identify common appliances that run on electricity. Construct a simple series of electrical circuits identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Construct and interpret a variety of food chains identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions.	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Identify how sounds are made associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it. Find patters between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound increases.	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.
Year 3	**Plants**	**Animals, including humans**	**Light**	**Forces and Magnets**	**Rocks**
	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water nutrients from soil and room to grow) Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.	Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.	Compare how things move on different surfaces. Notice that some forces need contact between two objects but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel	Compare and group together different kinds of rocks on the basis of their appearance and some simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. Recognise that soils are made from rocks and organic matter.

Appendix 3

Chapel St Leonards Primary School: Science Progression Hierarchy

				each other, depending on which poles are facing.	

Year 1 and Year 2 Working Scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Year 2	**Plants**	**Animals, including humans**	**Everyday materials**	**Living things and their habitats**
	Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Notice that animals including humans have offspring which grow into adults Find out about and describe the basic needs of animals including humans for survival (water, food and air) Describe the importance of humans of exercise, eating the right amounts of different types of food and hygiene.	Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats including micro habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.
Year 1	**Plants**	**Animals, including humans**	**Everyday materials**	**Seasonal changes**
	Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees.	Identify and name a variety of common animals including: fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Observe changes across the four seasons. Observe and describe weather associated with season and how day length varies.