Holy Cross Curriculum Progression

PSHE / RSHE

EYFS

Early Learning Goal links

Personal, Social and Emotional Development – Self-Regulation, Managing Self, Building Relationships; Physical Development – Health and Self-Care; Understanding the World – People, Culture and Communities; Communication and Language – Speaking and Listening.

ENQUIRY	Recognising & understanding	Communicating & reflecting	Managing & applying	Safety & decision-making	Values & participation
Autumn 1 How am I loved and valued?	Recognise that each person is special and worthy of care.	Describe things that make them themselves, with adult prompts.	Show kindness and notice when others need support.	Identify a familiar trusted adult and practise asking for help.	Take turns and show care for other members of the class.
Autumn 2 How do I look after myself?	Name familiar body parts and simple ways to be healthy.	Talk about bodily needs and feelings using appropriate words.	Practise toothbrushing and everyday hygiene routines.	Tell a trusted adult when unwell, worried or uncomfortable.	Respect that people may have different needs and abilities.
Spring 1 What makes me unique?	Recognise similarities and differences between people.	Express preferences and describe things they can do.	Make simple choices about caring for their own body.	Recognise that their body belongs to them and seek help when needed.	Celebrate the uniqueness and dignity of everyone.
Spring 2 How can I be safe and ask for help?	Identify familiar safe people and places.	Practise simple words for asking for help or saying no.	Follow agreed personal-care and classroom routines.	Identify an adult to tell when something feels unsafe.	Listen to others and respect personal space.
Summer 1 How can I keep my body healthy?	Identify sleep, food, movement and cleanliness as ways to keep well.	Say how their body feels during different activities.	Practise simple self-care routines with growing independence.	Explain when and how to seek adult assistance about health.	Encourage others kindly during active play.
Summer 2 How have I grown and changed?	Notice changes in their abilities since starting school.	Share what they are proud of and what they want to learn.	Approach new routines and changes with reassurance and support.	Name adults who can help with the move into Year 1.	Show friendship and inclusion during transition.

YEAR 1

ENQUIRY	Recognising & understanding	Communicating & reflecting	Managing & applying	Safety & decision-making	Values & participation
Autumn 1 How do we create a fair and safe class?	Identify simple rights, responsibilities and agreed rules.	Share an opinion and listen when others speak.	Follow classroom expectations and try a small responsibility.	Use the PANTS rule and identify adults who can help.	Take part in class choices and respect different views.
Autumn 2 How can I care for my unique body?	Recognise individuality, body differences and basic health needs.	Name common feelings and describe likes and dislikes.	Practise hygiene, healthy eating, exercise and sun-safety habits.	Tell an adult about health concerns or unwanted contact.	Respond respectfully to differences between people.
Spring 1 How can I manage feelings and change?	Recognise that emotions, families and lives may change.	Use words to explain anger, sadness or uncertainty.	Try a taught calming strategy and accept support during change.	Identify a trusted adult to talk to about worries or loss.	Show compassion when someone experiences change.
Spring 2 What makes a kind and safe friendship?	Distinguish helpful and unhelpful behaviour in friendships and online.	Practise apologies, kind words and telling an adult a concern.	Use simple rules for respectful conversation and online activity.	Seek help when something online or in a relationship feels wrong.	Treat others fairly and seek to repair harm.
Summer 1 How do I recognise when I need help?	Know the difference between safe surprises and worrying secrets.	Practise saying no and clearly asking an adult for support.	Follow basic safety rules around medicines and unknown substances.	Respect body boundaries and persist in telling until helped.	Recognise everyone has a right to feel safe.
Summer 2 How can I contribute to my community?	Identify groups they belong to, jobs and needs versus wants.	Describe a way they can help at home or school.	Choose a simple way to save, spend or give.	Identify safe adults and places in their local community.	Show neighbourliness, inclusion and care for others.

Progression onwards: Year 2: from identifying safe behaviours to giving reasons and using strategies more consistently.

YEAR 2

ENQUIRY	Recognising & understanding	Communicating & reflecting	Managing & applying	Safety & decision-making	Values & participation
Autumn 1 How can we share responsibility fairly?	Explain why rules and rights help groups work well.	Give a reason for a classroom choice and listen to another view.	Take on a responsibility and review how it went.	Apply the PANTS rule and explain where to report a worry.	Participate in a class decision and support fairness.
Autumn 2 How do daily choices support health?	Explain how cleanliness, food, activity and sun protection affect wellbeing.	Describe body differences without making unkind judgements.	Select healthy routines and identify when habits need changing.	Explain when a health problem should be shared with an adult.	Respect each person's dignity and individual needs.
Spring 1 How do I cope with strong feelings?	Recognise that grief, life events and change can create mixed emotions.	Explain a feeling and what might have triggered it.	Choose and evaluate a calming or coping strategy.	Identify who to approach if feelings persist or become overwhelming.	Listen sensitively to other people's experiences.
Spring 2 How do I help relationships stay respectful?	Explain features of positive friendships and basic online rules.	Use language for resolving minor disagreements and apologising.	Try turn-taking, listening and fair compromise.	Recognise unsafe behaviour or secrets and report to trusted adults.	Stand up for inclusion and support peers.
Summer 1 How can I protect myself and others?	Recognise personal boundaries, harmful substances and unsafe contact.	Explain clearly when a situation makes them uncomfortable.	Practise simple help-seeking steps using scenarios.	Identify more than one trusted adult and keep seeking help.	Recognise the right of children to protection.
Summer 2 How can our choices support a community?	Compare needs and wants and recognise different roles in society.	Talk about aspirations and identify personal strengths.	Make a simple spend/save/give decision with a reason.	Identify safe choices when out in the community.	Demonstrate respect for different people and occupations.

YEAR 3

ENQUIRY	Recognising & understanding	Communicating & reflecting	Managing & applying	Safety & decision-making	Values & participation
Autumn 1 How do rights shape our class community?	Explain the links between rights, rules and responsibilities.	Express a view respectfully and consider a differing view.	Contribute to group decisions and carry out an agreed role.	Review personal-safety rules and trusted support networks.	Recognise the dignity and equal value of others.
Autumn 2 How can I respect my changing body?	Describe ways bodies differ and how nutrition, teeth, germs and exercise affect health.	Discuss body image and changes using respectful vocabulary.	Use a balanced approach to food and self-care.	Explain how to seek reliable health advice from an adult.	Challenge unkind assumptions about appearance.
Spring 1 How do I respond to feelings and change?	Recognise that feelings and changes vary from person to person.	Explain possible causes of emotions and loneliness.	Select strategies for gratitude, coping and managing transitions.	Identify when a worry needs support beyond self-help.	Show empathy for people experiencing change or loss.
Spring 2 How do I build relationships online and offline?	Recognise healthy friendships, peer needs and the risks of online sharing.	Practise assertive communication and respectful disagreement.	Balance their own needs with those of friends and family.	Assess whether an online interaction is safe and seek help.	Value friendship, reconciliation and kindness.
Summer 1 How can I identify risk and act safely?	Identify risks related to roads, railways, water, fire, substances and personal boundaries.	Explain a risk and describe protective actions.	Rehearse age-appropriate first-aid and help-seeking responses.	Choose a safer action in a scenario and contact a responsible adult.	Explain how rights come with responsibilities to protect others.
Summer 2 How can I use money and work with others responsibly?	Explain basic money choices and ways people contribute through work.	Give reasons for a spending, saving or giving choice.	Collaborate on a shared task and review group contribution.	Consider safe and responsible decisions about money.	Connect care for others with participation in community life.

YEAR 4

HALF TERM / ENQUIRY	Recognising & understanding	Communicating & reflecting	Managing & applying	Safety & decision-making	Values & participation
Autumn 1 How do we exercise rights responsibly?	Explain how democratic choices and responsibilities support fairness.	Present a view and respond respectfully to a different perspective.	Take responsibility for a group task and reflect on impact.	Explain personal-safety expectations and how to report concerns.	Support class participation and equal treatment.
Autumn 2 How do I understand puberty and respect bodies?	Describe physical changes of puberty and ways to care for personal health.	Use appropriate vocabulary to ask respectful questions about puberty.	Plan healthy hygiene, exercise and nutrition routines.	Identify trusted, accurate sources of health support.	Respect privacy, personal differences and bodily dignity.
Spring 1 How can I manage difficult emotions and change?	Explain how thought patterns, loneliness and change can affect feelings.	Discuss strategies for expressing emotions safely.	Choose and review methods for calming and coping.	Recognise when professional or trusted-adult support is needed.	Act with compassion towards people managing loss or change.
Spring 2 How can I keep relationships balanced?	Recognise balanced relationships and online communication risks.	Use assertive phrases to express needs and boundaries.	Practise compromise without ignoring their own wellbeing.	Evaluate whether information or online contact should be shared or reported.	Challenge bullying and support respectful friendships.
Summer 1 How can I respond to hazards responsibly?	Compare risks involving drugs, alcohol, tobacco, roads, water and fire.	Describe risks clearly and communicate them to an adult.	Apply simple first-aid steps and scenario-based risk reduction.	Explain safe options and when to call for help.	Link personal choices to the safety and rights of others.
Summer 2 How can we act for the common good?	Explain how community, money and shared work affect others.	Justify a money decision and listen to alternative priorities.	Cooperate to plan a small community-focused response.	Consider consequences before making spending decisions.	Demonstrate solidarity, stewardship and participation.

YEAR 5

ENQUIRY	Recognising & understanding	Communicating & reflecting	Managing & applying	Safety & decision-making	Values & participation
Autumn 1 How do I contribute to an inclusive community?	Explain how rights and shared responsibilities strengthen school life.	Debate a class issue using reasons and respectful challenge.	Organise a role or action and reflect on its effect.	Apply personal safety and safeguarding reporting expectations.	Promote equal participation and challenge unfair treatment.
Autumn 2 How do I care for myself through growing up?	Explain puberty changes, sleep and immunisation in relation to health.	Discuss personal strengths and body differences sensitively.	Plan achievable wellbeing routines and notice changes in needs.	Distinguish reliable health guidance from rumours.	Respect privacy and avoid appearance-based judgement.
Spring 1 How can I understand body image and emotions?	Explain how body image, hormones and change may influence feelings.	Use accurate vocabulary to express concerns and ask questions.	Apply constructive coping strategies and recognise their limitations.	Identify sources of support for significant distress or worries.	Respond with sensitivity to experiences of grief and change.
Spring 2 How can I respond to peer pressure?	Compare positive encouragement with pressure and controlling behaviour.	Use assertive refusal, helpful self-talk and supportive language.	Choose strategies to build confidence and manage friendship pressures.	Recognise manipulation and seek trusted-adult help.	Promote relationships based on respect rather than control.
Summer 1 How do I make safe choices online and offline?	Identify cyberbullying, inappropriate sharing, types of abuse and lifestyle risks.	Explain concerns accurately and respond supportively to a peer.	Apply a decision-making sequence to realistic scenarios.	Know how to block, report, preserve evidence and seek support.	Recognise a responsibility to protect others from harm.
Summer 2 How can my choices affect the wider world?	Explain how work, money and social action influence communities.	Present balanced reasons for spending, saving or charitable giving.	Use initiative in an age-appropriate service or teamwork task.	Consider financial and online-commercial pressures before acting.	Apply Catholic Social Teaching to real-life decisions.

YEAR 6

ENQUIRY	Recognising & understanding	Communicating & reflecting	Managing & applying	Safety & decision-making	Values & participation
Autumn 1 How can I lead with fairness and respect?	Explain rights, responsibilities and the role of democratic participation.	Facilitate balanced discussion and acknowledge disagreement.	Take initiative in a pupil-leadership or class action.	Model clear boundaries and appropriate safeguarding routes.	Evaluate whether decisions reflect dignity, fairness and inclusion.
Autumn 2 How do I prepare for physical and emotional change?	Explain puberty, physical wellbeing, sleep and healthy body image.	Ask informed questions using medically appropriate vocabulary.	Review wellbeing habits and plan independent self-care.	Critically check health claims and seek appropriate support.	Respect confidentiality, privacy and diverse experiences of growing up.
Spring 1 How can I make informed decisions about relationships and bodies?	Explain age-appropriate learning about reproduction, menstruation, emotions and online sexualised material.	Discuss sensitive questions respectfully and without pressuring others.	Apply strategies for coping with physical and emotional change.	Recognise unsuitable online material and report or seek help.	Demonstrate respect for personal dignity and boundaries.
Spring 2 How can I manage change, influence and pressure?	Analyse peer influence, confidence, control, grief and transition.	Use reasoned, assertive language to communicate a boundary.	Evaluate coping strategies and prepare for new routines.	Identify coercive or controlling behaviour and trusted support routes.	Support others with empathy while respecting their autonomy.
Summer 1 How can I recognise and challenge harm?	Analyse online sharing, cyberbullying, exploitation, abuse and risky choices.	Explain what is unsafe and how to raise a concern clearly.	Use a reasoned decision-making process and practise giving assistance.	Demonstrate reporting, blocking and seeking safeguarding help.	Act as an informed, responsible bystander.
Summer 2 How will I contribute as I move to secondary school?	Compare future work, financial choices and new community responsibilities.	Articulate personal strengths, goals and transition concerns.	Plan practical steps for independence, friendships and help-seeking.	Evaluate risk, financial influences and online safety in new contexts.	Connect service, stewardship and the common good with future action.