

ASPIRE 3 Year Cycle Progression Map

KS1 1 st year of 3 year cycle				
Strand	Focus	RSHE Links/PSHE Links PSHE Association links have letter and number in front of them e.g R.24)	Progression/connections between units (prior and future knowledge)	Cross Curricular Links, Rights Respecting/British Values/SMSC
Achievement	The Learning Pit Resilience, Perseverance Teamwork	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. R24. how to listen to other people and play and work cooperatively	<u>KS1Future</u> Receiving feedback, target setting. Recognising personal strengths and areas for development in learning. High Aspirations and goals for the future <u>KS2 Future</u> High Aspirations and Employability Skills National Careers Week/Work Week Enterprise, economic understanding, leadership skills	UNCRC Mental Health
Self-Awareness	Mental and physical health Zones of regulation	That mental wellbeing is a normal part of daily life, in the same way as physical health. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling	<u>KS1 Future</u> Healthy Lifestyle Diet and exercise Dental care <u>KS2 Future</u> Balanced Lifestyle Habits and choices Mental Health Positive Self Image, self-worth	Mental health UNCRC

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		<p>and how they are behaving is appropriate and proportionate.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p>	<p>Managing Worries</p> <p>Emotional Regulation – mindfulness toolkit</p>	
Pride	<p>Showing pride in yourself a unique individual</p> <p>Celebrating talents/attributes</p> <p>Hobbies</p>	<p>The importance of self-respect and how this links to their own happiness</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p><u>KS1 Future</u></p> <p>Reflection on the academic year</p> <p>Pride in achievements and challenges overcome</p> <p>Pride in your actions and behaviour</p> <p>Pride in your school and learning</p> <p><u>KS2 Future</u></p> <p>Moral Conduct</p>	<p>UNCRC</p> <p>Individual Liberty</p>
Inclusivity	<p>Every child has rights</p> <p>Groups and communities – families, friends, school, clubs, religions</p> <p>Inclusive classrooms</p>	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</p>	<p><u>KS1 Future</u></p> <p>Fair and unfair, kind and unkind, what is right and wrong</p> <p>Peer pressure</p> <p>Anti-bullying</p> <p>Kindness</p> <p>Building positive relationships</p> <p>friendships</p> <p>Stereotypes</p> <p><u>KS2 Future</u></p> <p>Discrimination and stereotypes</p> <p>Resolving disputes</p> <p>Friendships and kindness</p>	<p>Anti-Bullying</p> <p>Mutual respect</p> <p>Tolerance of different</p> <p>Faiths and Beliefs</p>

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		<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>		
Respect	<p>Rights Respecting Schools – rights of the child.</p> <p>Global citizenship</p> <p>Respect the environment/our world</p>	<p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p> <p>L3. About things they can do to help look after their environment.</p> <p>L5. About the different roles and responsibilities people have in their community.</p> <p>L1. About what rules are, why they are needed, and why different rules are needed for different situations.</p>	<p><u>KS1 Future</u></p> <p>Respect myself – body, mind, education</p> <p>Respect others</p> <p>Developing moral principles and values</p> <p>Respectful communication/conversations</p> <p><u>KS2 Future</u></p> <p>Rules and expectations for school</p> <p>Responsibilities</p> <p>Respectful in-school dining</p> <p>Respect for others’ right to their own beliefs, values and opinions</p>	<p>UNCRC</p> <p>Global Citizenship</p> <p>Green team</p> <p>Mutual respect</p>
Enquiry	<p>Developing wonder and curiosity</p>	<p>The importance of respecting others, even when they are very different from them</p>	<p><u>KS1 Future</u></p> <p>Philosophy</p>	<p>Individual Liberty</p>

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	Asking Questions Discussion	(for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 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.	Global Citizenship and Sustainable Development <u>KS2 Future</u> Exploring, clarifying and challenging Develop an argument and voice their opinions. See that they have power to act and influence the world around them.	
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KS1 2 nd year of a 3 year cycle				
Strand	Focus	RSE Links/PSHE Links	Progression/connections between units (prior and future knowledge)	Cross Curricular Links, Rights Respecting/British Values/SMSC
Achievement	Receiving feedback, Target setting, Recognising personal strengths and areas for development in learning Self-Regulation	L.14 That everyone has different strengths. H23. to identify what they are good at, what they like and dislike	<u>KS1 Prior</u> Resilience, The learning Pit <u>KS1 future</u> High Aspirations for the future Careers <u>KS2 future</u> Growth Mindset	UNCRC Target setting across the curriculum
Self-Awareness	Healthy Lifestyle Diet and exercise Dental care	The characteristics and mental and physical benefits of an active lifestyle. The characteristics of a poor diet and the risks associated – obesity and tooth decay.	<u>KS1 Prior</u> Mental and physical health <u>KS1 future</u> Building relationships <u>KS2 future</u> Positive self-image Managing worries	UNCRC PE Science

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		<p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>What constitutes a healthy diet. The importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>		
Pride	<p>Reflection on the academic year</p> <p>Pride in achievements and challenges overcome</p>	<p>The importance of self-respect and how this links to their own happiness.</p> <p>H21. to recognise what makes them special</p>	<p><u>KS1 prior</u></p> <p>Showing pride in yourself a unique individual</p> <p>Celebrating talents/attributes</p> <p>Resilience and perseverance</p> <p><u>KS1 future</u></p>	Mutual respect

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		<p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H27. about preparing to move to a new class/year group.</p>	<p>Pride in your actions and behaviour</p> <p>Pride in your school and learning</p> <p><u>KS2 future</u></p> <p>Pride of your moral conduct</p>	
Inclusivity	<p>Fair and unfair, kind and unkind, what is right and wrong</p> <p>Peer pressure</p> <p>Anti-bullying</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge if a relationship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help from others if needed. About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</p>	<p><u>KS1 prior</u></p> <p>Groups and communities</p> <p>Inclusive classrooms</p> <p><u>KS1 future</u></p> <p>Building positive relationships</p> <p>friendships</p> <p>Stereotypes</p>	<p>Anti-Bullying Week</p> <p>Safer internet – cyber bullying</p> <p>Mutual respect</p> <p>Tolerance of different Faiths and Beliefs</p> <p>Safeguarding – healthy relationships</p>
Respect	<p>Respect myself – body, mind, education</p> <p>Respect others</p> <p>Developing moral principles and values</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority.</p>	<p><u>KS1 Prior</u></p> <p>Rights Respecting, Global citizenship, school expectations and rules</p> <p><u>KS1 future</u></p> <p>Respectful communication/conversations</p> <p>Respectful in-school dining</p>	<p>Individual liberty</p> <p>Mutual respect</p> <p>PE</p>

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		<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental health and wellbeing.</p> <p>The risks associated with an inactive lifestyle (including obesity)</p>	<p>Respect for others' right to their own beliefs, values and opinion</p> <p><u>KS2 Future</u></p> <p>Rules and expectations for school</p> <p>Responsibilities</p> <p>Respectful in-school dining</p> <p>Respect for others' right to their own beliefs, values and opinions</p>	
Enquiry	<p>Philosophy for children</p> <p>Philosophical enquiry, group discussion and discovering different points of view.</p>	<p>R8. simple strategies to resolve arguments between friends positively</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L4. about the different groups they belong to</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p><u>KS1 Prior</u></p> <p>Developing wonder and curiosity</p> <p>Asking questions</p> <p><u>KS1 future</u></p> <p>Global Citizenship</p> <p><u>KS2 Future</u></p> <p>Exploring, clarifying and challenging</p> <p>Develop an argument and voice their opinions.</p> <p>See that they have power to act and influence the world around them.</p>	<p>Individual liberty</p> <p>Oracy</p> <p>UNCRC</p>

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KS1 3 rd year of a 3 year cycle				
Strand	Focus	RSE Links/PSHE Links	Progression/connections between units (prior and future knowledge)	Cross Curricular Links, Rights Respecting/British Values/SMSC
Achievement	High Aspirations and goals for the future National Careers Week/Work Week Skills, helping others, teamwork	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>	<p><u>Prior KS1</u> Teamwork Recognising personal strengths</p> <p><u>KS2 future</u> Enterprise, economic understanding and leadership skills</p>	National Careers week
Self-Awareness	Self-aware communication. How my words and actions impact myself and others Co-operating with others	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That most friendships have ups and downs, and that these can often be</p>	<p><u>KS1 prior</u> Zones of regulation Mental health</p> <p><u>KS2 future</u> Consequences of choices Compromise</p>	Mutual Respect and tolerance UNCRC

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		<p>worked through so that the friendship is repaired or even strengthened.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority.</p>		
Pride	<p>Pride in your actions and behaviour</p> <p>Pride in your school and learning</p>	<p>The importance of self-respect and how this links to their own happiness.</p> <p>L4. about the different groups they belong to</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H27. about preparing to move to a new class/year group</p>	<p><u>KS1 Prior</u> Transitions to a new year group Celebrating yourself as a unique individual.</p> <p><u>KS2 future</u> Diversity and equality Moral conduct</p>	<p>Individual liberty</p> <p>Mutual respect</p> <p>UNCRC</p>
Inclusivity	<p>Positive relationships</p> <p>Friendships - getting on and falling out</p> <p>Stereotypes</p>	<p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>The characteristics of a healthy family life</p>	<p><u>KS1 Prior</u> Anti-bullying Kindness</p> <p><u>KS2 future</u></p>	<p>Anti-Bullying Week</p> <p>Child friendly</p> <p>Safeguarding policy</p>

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		<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	<p>Peer pressure</p> <p>Resolving disputes</p> <p>Challenging stereotypes</p>	
Respect	<p>Rules and expectations for school</p> <p>Respectful communication/conversations</p> <p>Respectful in-school dining</p> <p>Respect for others' right to their own beliefs, values and opinions</p>	<p>The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p><u>KS1 Prior</u></p> <p>Rights Respecting</p> <p>Respecting myself and others</p> <p><u>KS2 future</u></p> <p>Respecting boundaries and privacy</p>	<p>UNCRC</p> <p>Mutual respect and tolerance</p> <p>Discussion guidelines</p> <p>Aspire Behaviour Code</p>
Enquiry	<p>Global citizenship</p> <p>Research what improves and harms their local, natural and</p>	<p>Safe and unsafe sun exposure, and how to reduce the risk of sun damage, including skin cancer.</p>	<p><u>KS1 prior</u></p> <p>Curiosity</p> <p>Asking Questions</p>	<p>UNCRC</p> <p>Global citizenship</p>

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	built environments and develop strategies and skills needed to care for these (including conserving energy). Learning about different groups and communities in society.	<p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L16. different jobs that people they know or people who work in the community do</p>	<p>Philosophy</p> <p>KS2 future</p> <p>Exploring and challenging Global citizenship and current affairs</p>	<p>Geography – local and global communities</p> <p>International Children's Day</p>
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Other RSHE statements covered within ASPIRE assemblies

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.