

ASPIRE 3 Year Cycle Progression Map

KS2 1 st year of 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	Growth Mind-set Resilience, target setting, self-regulation	<p>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.</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>R24. how to listen to other people and play and work cooperatively</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p><u>KS1 Prior</u> Receiving feedback, target setting. Recognising personal strengths and areas for development in learning. High Aspirations and goals for the future</p> <p><u>KS2 Future</u> High Aspirations and Employability Skills</p> <p>Enterprise, economic understanding, leadership skills</p>	UNCRC Mental Health

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Self-Awareness	<p>Mental Health</p> <p>Positive Self Image, self-worth</p> <p>Managing Worries</p> <p>Emotional Regulation – mindfulness toolkit</p>	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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 and how they are behaving is appropriate and proportionate.</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>Where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's mental health.</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p>	<p><u>KS1 Prior</u></p> <p>Healthy Lifestyle</p> <p>Diet and exercise</p> <p>Dental care</p> <p><u>KS2 Future</u></p> <p>Habits and choices</p> <p>How my words and actions impact others</p>	<p>Mental health</p> <p>UNCRC</p> <p>Children's mental Health Day</p>
Pride	<p>Showing pride in yourself a unique individual</p> <p>Diversity and equality</p> <p>Stereotypes</p>	<p>The importance of self-respect and how this links to their own happiness.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p><u>KS1 Prior</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><u>KS2 Future</u></p> <p>Moral Conduct</p> <p>Pride in achievements</p>	<p>UNCRC</p> <p>Individual Liberty</p> <p>Mutual Respect</p>

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		<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>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</p>		
Inclusivity	<p>Every child has rights</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 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>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>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p>KS1 Prior Fair and unfair, kind and unkind, what is right and wrong Building positive relationships friendships</p> <p>KS2 Future Discrimination Resolving disputes Friendships and kindness</p>	<p>Anti-Bullying Mutual respect Tolerance of different Faiths and Beliefs</p>

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Respect	<p>Rights Respecting Schools – rights of the child in greater depth</p> <p>Global citizenship and Sustainable Development</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>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>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)</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p><u>KS1 Prior</u></p> <p>The rights of the child</p> <p>Respect others</p> <p>Developing moral principles and values</p> <p><u>KS2 Future</u></p> <p>Rules and expectations for school</p> <p>Responsibilities</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>
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		L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities		
Enquiry	Being an ambitious learner Probing and Asking Questions	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth 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 Relating to allergies, immunisation and vaccination (covid-19 vacc)	<u>KS1 Prior</u> Philosophy Asking Questions Curiosity <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.	Individual Liberty
KS2 2 nd year of 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, self-motivation	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	<u>KS1 Prior</u> Resilience, The learning Pit <u>KS2 future</u> Growth Mindset	UNCRC Target setting across the curriculum

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	Recognising personal strengths and areas for development in learning.	<p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>		
Self-Awareness	Balanced Lifestyle Habits and choices Diet and exercise	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>The characteristics of a poor diet and the risks associated – obesity and tooth decay.</p> <p>What constitutes a healthy diet.</p> <p>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><u>KS1 Prior</u> Mental and physical health</p> <p><u>KS2 future</u> Positive self-image Managing worries</p>	UNCRC PE Science

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		<p>About dental health and the benefits of good oral hygiene, including check-ups at the dentist.</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>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H36. strategies to manage transitions between classes and key stages</p>	<p><u>KS1 prior</u> Showing pride in yourself a unique individual Celebrating talents/attributes</p> <p><u>KS2 future</u> Pride of your moral conduct</p>	Mutual respect
Inclusivity	<p>To recognise and care about other people's feelings</p> <p>Peer pressure</p> <p>Anti-bullying and discrimination</p>	<p>That healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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</p>	<p><u>KS1 prior</u> Groups and communities Inclusive classrooms</p> <p><u>KS1 future</u> Building positive relationships friendships 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>

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	Kindness	<p>conflict, how to manage these situations and how to seek help from others if needed.</p> <p>About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</p> <p>The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>		
Respect	<p>Respect myself – body, mind, education, privacy</p> <p>Respect others – beliefs, values, opinions</p>	<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>About the benefits of rationing time spent online, the risks of excessive</p>	<p><u>KS1 Prior</u></p> <p>Rights Respecting, Global citizenship, school expectations and rules</p> <p><u>KS2 Future</u></p>	<p>Individual liberty</p> <p>Mutual respect</p> <p>PE</p>

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	Developing moral principles and values	<p>time spent on electronic devices and the impact of positive and negative content online to 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>About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	Respect for others' right to their own beliefs, values and opinions	
Enquiry	<p>Philosophical enquiry</p> <p>Exploring, clarifying and challenging</p>	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	<p><u>KS1 Prior</u></p> <p>Developing wonder and curiosity</p> <p>Asking questions</p> <p><u>KS2 Future</u></p>	Individual liberty Oracy UNCRC

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		<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities</p> <p>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</p>	<p>Global Citizenship See that they have power to act and influence the world around them.</p>	
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Strand	Focus	RSE Links/PSHE Links	Progression/connections between units (prior and future knowledge)	Cross Curricular Links, Rights Respecting/British Values/SMSC
Achievement	<p>High Aspirations and Employability</p> <p>Skills</p> <p>Enterprise, economic understanding</p>	<p>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</p> <p>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)</p> <p>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</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p>	<p><u>Prior KS1</u> Teamwork Recognising personal strengths</p> <p><u>KS2 prior</u> Recognising personal strengths and areas for development</p>	National Careers week

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		L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)		
Self-Awareness	<p>Self-aware communication</p> <p>How my words and actions impact myself and others.</p> <p>Consequences of choices</p> <p>Compromise</p>	<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>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems or difficulties.</p> <p>That most friendships have ups and downs, and that these can often be 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>	<p><u>KS1 prior</u></p> <p>Zones of regulation</p> <p>Mental health</p> <p><u>KS2 prior</u></p> <p>Habits and choices</p> <p>Mental health</p> <p>Co-operating with others</p>	<p>Mutual Respect and tolerance</p> <p>UNCRC</p>
Pride	Pride in your actions and	The importance of self-respect and how this links to their own happiness.	<p><u>KS1 Prior</u></p> <p>Transitions to a new year group</p>	<p>Individual liberty</p> <p>Mutual respect</p> <p>UNCRC</p>

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	<p>behaviour – moral conduct</p> <p>Pride in your school and learning</p>	<p>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</p> <p>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</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>H27. to recognise their individuality and personal qualities</p>	<p>Celebrating yourself as a unique individual.</p> <p><u>KS2 prior</u> Diversity and equality</p>	
Inclusivity	<p>Positive Relationships</p> <p>Friendships and resolving disputes</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>How to recognise if family relationships are making them feel unhappy or unsafe, and</p>	<p><u>KS1 Prior</u> Getting on and falling out Kindness</p> <p><u>KS2 prior</u> Peer pressure</p>	<p>Anti-Bullying Week</p> <p>Child friendly</p> <p>Safeguarding policy</p>

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	Challenging stereotypes (family, racial, age, religion)	<p>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>That others' families sometimes look different to their family but that they should respect those differences and know that other children's families are characterised by love and care.</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>	To recognise and care about other people's feelings	
Respect	<p>Rules and expectations for school</p> <p>Responsibilities</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>The conventions of courtesy and manners.</p>	<p><u>KS1 Prior</u></p> <p>Rights Respecting</p> <p>Respecting myself and others</p> <p><u>KS2 prior</u></p>	<p>UNCRC</p> <p>Mutual respect and tolerance</p> <p>Discussion guidelines</p> <p>Aspire Behaviour Code</p>

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	<p>Respectful communication</p> <p>Respect for others' right to their own beliefs, values and opinions</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>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</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>Self respect and moral conduct</p>	
Enquiry	<p>Global Citizenship and current affairs</p> <p>Build their own understanding of world events.</p> <p>Think about their values and what's important to them.</p>	<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone L3. about the</p>	<p><u>KS1 prior</u></p> <p>Curiosity Asking Questions Philosophy</p> <p><u>KS2 prior</u></p> <p>Philosophy Being an ambitious learner</p>	<p>UNCRC</p> <p>Global citizenship Geography – local and global communities International Children's Day</p>

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	<p>Challenge ignorance and intolerance.</p> <p>Develop an argument and voice their opinions.</p>	<p>relationship between rights and responsibilities</p> <p>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</p> <p>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)</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.