

Progression in PSHE

Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development

Early Years

In the Early Years Foundation Stage, PSHE is referred to as Personal, Social and Emotional development (PSED). This involves the development of children's wellbeing; developing a strong sense of self, their independence, knowing where they fit in and feeling good about themselves. It is also about developing respect for others, social competence and a positive disposition to learn. Children in the EYFS will learn to form positive relationships that support their understanding of mutual respect, celebrate and acknowledge differences. This is facilitated through continuous provision, carpet sessions, adult:child interactions and through adults skilfully coming alongside children during play and daily routines. The following skills are developed through the planning of PSED:

Self-Regulation

- Children will develop the ability to show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Children will be set simple goals to encourage the development of their independence and resilience.
- Children will learn the importance of being able to wait for their turn and thinking of others.
- Children will develop the ability to give focused attention to what the teacher says and to respond appropriately.
- Children will develop the ability to follow instructions involving several ideas or actions.

Managing Self

- Children will be encouraged to try new activities to develop their independence, resilience and perseverance in the face of challenge.
- Children will be taught the reasons for rules, and the importance of knowing the difference between right from wrong and encouraged to behave accordingly.
- Children will be encouraged to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Children will have opportunities to learn how to play cooperatively and take turns with each other.
- Children will be supported to form positive relationships with adults and friendships with peers.
- Children will be supported in learning how to be sensitive to their own and to others' needs.

Cultural Capital

- Visit from local nurse and dentist
- Cultural celebrations week

Cultural Capital Experiences (clubs, visitors, trips)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Yarning circle/ fire pit Clubs Assemblies & Class assemblies Cultural celebration week Health visitor Dogs Trust assembly & workshops	Yarning circle/ fire pit Clubs Assemblies & Class assemblies Cultural celebration week Health visitor Dogs Trust assembly & workshops Dental visit	Yarning circle/ fire pit Clubs Assemblies & Class assemblies Cultural celebration week Dogs Trust assembly & workshops	Yarning circle/ fire pit Clubs Assemblies & Class assemblies Cultural celebration week Dogs Trust assembly & workshops Dentist visit	Yarning circle/ fire pit Clubs Assemblies & Class assemblies Bree - P4C Cultural Celebration Week Bike-ability Dogs Trust assembly & workshop	Yarning circle/ fire pit Clubs Assemblies & Class assemblies Police Club TfL workshop Cultural Celebration Week Growth Mindset Project Leave A Legacy project Bike-ability Dogs Trust assembly & workshops Dentist visit
Topics and vocab	Health and Wellbeing <u>Healthy Lifestyles:</u> Physical activity, sleep, rest, healthy food, personal hygiene <u>Growing and Changing:</u> Goals, change, loss <u>Keeping Safe:</u> Medicines, harmful Relationships	Health and Wellbeing <u>Healthy Lifestyles:</u> Physical and emotional health, feelings, managing feelings <u>Growing and Changing:</u> Goals, main parts of the body <u>Keeping Safe:</u> help, worried, privacy Relationships	Health and Wellbeing <u>Healthy Lifestyles:</u> Balanced diet, choices, habit <u>Growing and Changing:</u> achievements, strengths, aspirations, conflicting emotions <u>Keeping Safe:</u> Basic emergency aid Relationships	Health and Wellbeing <u>Healthy Lifestyles:</u> Balanced lifestyle, drugs, bacterial infection <u>Growing and Changing:</u> Aspirations, puberty <u>Keeping Safe:</u> Physically and emotionally safe, safe online Relationships	Health and Wellbeing <u>Healthy Lifestyles:</u> Balanced diet, different influences <u>Growing and Changing:</u> Complex feelings, transition, bereavement <u>Keeping Safe:</u> Personal safety, online safety Relationships	Health and Wellbeing <u>Healthy Lifestyles:</u> Media, distort reality, risk <u>Growing and Changing:</u> High aspirations, human reproduction, parents <u>Keeping Safe:</u> Personal safety, online safety, peer pressure, female genital mutilation Relationships

	<p><u>Feelings and Emotions:</u> Feelings</p> <p><u>Healthy Relationships:</u> Secrets, surprises, uncomfortable, anxious, afraid, special people</p> <p><u>Valuing Difference:</u> Views, opinions</p> <p>Living in the Wider World <u>Rights and Responsibilities:</u> Contribute, school, class rules, unique</p> <p><u>Environment:</u> Local environment</p> <p><u>Money:</u> Spend, save, money</p>	<p><u>Feelings and Emotions:</u> Behaviour, feelings</p> <p><u>Healthy Relationships:</u> Listening, cooperatively, inappropriate touch, bullying</p> <p><u>Valuing Difference:</u> Respect, similarities</p> <p>Living in the Wider World <u>Rights and Responsibilities:</u> Respect, community, responsibility</p> <p><u>Environment:</u> Local, natural, environment</p> <p><u>Money:</u> Money, spending, safe, saving</p>	<p><u>Feelings and Emotions:</u> Feelings in others, able to respond</p> <p><u>Healthy Relationships:</u> Healthy relationships, friendships</p> <p><u>Valuing Difference:</u> Bullying</p> <p>Living in the Wider World <u>Rights and Responsibilities:</u> Community</p> <p><u>Environment:</u> Environment</p> <p><u>Money:</u> Enterprise, finance, critical consumer, money</p>	<p><u>Feelings and Emotions:</u> Confidential, secret, break a confidence, dares</p> <p><u>Healthy Relationships:</u> Acceptable and unacceptable physical contact, collaboratively</p> <p><u>Valuing Difference:</u> Share different points of view</p> <p>Living in the Wider World <u>Rights and Responsibilities:</u> Diversity in the UK, around the world</p> <p><u>Environment:</u> Sustainability</p> <p><u>Money:</u> Budgeting, interest, loan</p>	<p><u>Feelings and Emotions:</u> Recognise, respond, range of feelings</p> <p><u>Healthy Relationships:</u> Actions, consequences, negotiation, compromise, disputes, conflicts</p> <p><u>Valuing Difference:</u> Listen, concerns, issues</p> <p>Living in the Wider World <u>Rights and Responsibilities:</u> Discuss, debate, rules, laws, anti-social behaviour</p> <p><u>Environment:</u> Responsibilities, rights, duties, community</p> <p><u>Money:</u> Finance, critical consumer, management of money</p>	<p><u>Feelings and Emotions:</u> Confidential, secret, break a confidence</p> <p><u>Healthy Relationships:</u> Commitment, loving relationship, marriage, forced marriage, personal boundaries</p> <p><u>Valuing Difference:</u> Challenge stereotypes, discrimination, bullying</p> <p>Living in the Wider World <u>Rights and Responsibilities:</u> Human rights, rights of the child, cultural practices, British Law</p> <p><u>Environment:</u> Allocation of resources, individuals, communities</p> <p><u>Money:</u> Interest, loan, debt, tax</p>
DISCIPLINARY KNOWLEDGE						
	KS1: Year 1/ Year 2		LKS2: Year 3/Year 4		UKS2: Year 5/Year 6	

Disciplinary Knowledge	Recognising how to have a healthy lifestyle, thinking about personal hygiene and how to manage feelings so that we have good physical and emotional health.		Understanding how to have a healthy lifestyle by having a balanced diet and lifestyle, thinking about the choices we make. Through discussions, children will recognise their strengths and set meaningful goals. Children will understand how to keep safe physically and online.		Discussing and identifying what positively and negatively affects health and wellbeing regarding our diet and the dangers of social media. Children look at role models when identifying their aspirations. Recapping puberty lessons from year 4 and identifying the human reproduction system, (in some lessons the girls and boys may be taught separately). Other growing and changing themes such as bereavement and FGM, will be taught through sensitive discussion - based lessons.	
	In thinking about and finding out about harmful products around the house, children will be able to say who to go to if they are worried. Children will learn to think about themselves and how we can set simple goals to aim for.		Through listening and discussion, the children will understand how to have good relationships and the importance of how to maintain good friendships. Children will discuss how to recognise and respond to bullying. Using NSPCC resources, children will understand acceptable and unacceptable physical contact.		The children will learn about their feelings and emotions through sharing their own experiences and discussion issues such as rights to privacy and how to solve conflicts. Role-play/drama can be used to identify which strategies children can use resolve a dispute. By careful listening, children can understand the effects of discrimination and bullying.	
	By listening and using role-play the children will recognise how to have good relationships by think about how their feelings and emotions can affect others. Being aware of bullying and having a route map to support them if they are being bullied.		Understanding through discussion and listening, what our rights and responsibilities are, within school, our community and the wider world. Children will link past knowledge to the ideas around sustainability of the environment.		Through discussion and debate, children will identify human and children’s rights. By having some outdoor leaning lessons, the children will understand how to develop their responsibilities towards our community and the environment. By sharing experiences children will develop their knowledge of how to be a critical consumer with regards to money.	
	Using diversity resources and books, the children will recognise the similarities and differences in people and value our differences.		By sharing their experiences and listening to new information the children will find out about the importance of finance in people’s lives.			
	Through role-play and drama, the children will recognise their rights and responsibilities within school and living in the wider world. To be aware of money and how it can be used.					
SUBSTANTIVE KNOWLEDGE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Health and Wellbeing: Healthy Lifestyles	<p>To understand the things that keep our bodies healthy</p> <p>To know about basic personal hygiene routines and why these are important.</p>	<p>To recognise how to make healthy choices about our physical and emotional health.</p> <p>To recognise good and not so good feelings and using vocabulary to describe our feelings to others.</p> <p>Identifying simple strategies for managing feelings.</p>	<p>To understand what makes up a balanced diet.</p> <p>To know the opportunities that we have to make our own choices about food and what influences these choices.</p> <p>To learn what is meant by a habit and how habits can be hard to change.</p>	<p>To understand what makes a 'balanced lifestyle'.</p> <p>To understand how to make choices in relation to health.</p> <p>To learn about drugs that are common in everyday life.</p> <p>To understand how the spread of bacterial infection can be prevented.</p>	<p>To identify what positively and negatively affects health and wellbeing.</p> <p>To be able to make informed choices about the benefits of a balanced diet.</p> <p>To know about the different influences on food.</p>	<p>To understand how images in the media can distort reality.</p> <p>To understand that this can affect how people feel about themselves.</p> <p>To learn about the risk and effects of drugs</p>
Health and Wellbeing: Growing and Changing	<p>To recognise what we are good at and set simple goals.</p> <p>To understand how it feels when there is change or loss.</p>	<p>To recognise what we are good at and set simple goals.</p> <p>To identify how we are growing, changing and becoming more independent.</p> <p>To learn the correct names for the main parts of the body of boys and girls, including external genitalia.</p>	<p>To reflect on and celebrate our achievements, identify our strengths, areas for improvement, set high aspirations and goals.</p> <p>To deepen our understanding of good and not so good feelings and to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that we may experience conflicting emotions and when we might need to listen to, or</p>	<p>To reflect on and celebrate our achievements, identify our strengths, areas for improvement, set high aspirations and goals.</p> <p>To learn about the changes that happen at puberty.</p>	<p>To recognise what we are good at and be able to set goals by realising our aspirations.</p> <p>To recognise the intensity of feelings and being able to manage complex feelings.</p> <p>To develop strategies for coping with change, transition including bereavement and grief.</p>	<p>To identify different ways of achieving and celebrating personal goals.</p> <p>To extend our understanding of how having high aspirations can support personal achievements.</p> <p>To develop knowledge about the changes at puberty (<i>recap Y4</i>) and to understand how humans reproduce.</p> <p>To know about roles and responsibilities of parents and carers.</p>

			overcome these.			
Health and Wellbeing: Keeping Safe	<p>To know that household products, including medicines, can be harmful if not used correctly.</p> <p>To recognise people who look after us, our family networks, who to go to if we are worried and how to attract their attention.</p>	<p>To know how to keep safe in different situations and how to ask for help if we are worried about something.</p> <p>To understand privacy in different contexts.</p>	<p>To understand school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>To recognise people who are responsible for helping us stay healthy and safe.</p>	<p>To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment.</p> <p>To develop strategies of how to keep safe online.</p>	<p>To continue to develop strategies for managing personal safety in the local environment.</p> <p>To develop knowledge about online safety, including sharing images.</p> <p>To understand how to use mobile phones responsibly.</p>	<p>To develop strategies for managing personal safety in the local environment.</p> <p>To know how to manage online safety, including sharing images and mobile phone safety.</p> <p>To understand different influences on behaviour, including peer pressure and media influence.</p> <p>To know how to resist unhelpful pressure and ask for help.</p> <p>To know that female genital mutilation (FGM) is physical abuse and is illegal.</p> <p>To identify who is responsible for their health and wellbeing where to get help advice and support.</p>

Relationships: Feelings and emotions	<p>To recognise how other people are feeling.</p> <p>To recognise how others, show feelings and how to respond kindly to them.</p>	<p>To recognise that our behaviour can affect other people.</p> <p>To understand that bodies and feelings can be hurt.</p>	<p>To recognise feelings in others and being able to respond to how others are feeling.</p>	<p>To understand how to keep something confidential or secret and when to break a confidence.</p> <p>To be able to recognise and manage dares.</p>	<p>To be able to recognise and respond appropriately to a wider range of feelings in others.</p>	<p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>
Relationships: Healthy relationships	<p>To learn the difference between secrets and nice surprises and the importance of not keeping any secret that makes us feel uncomfortable, anxious or afraid.</p> <p>To identify our special people, what makes them special and how special people should care for one another.</p>	<p>To learn about listening to others and playing cooperatively.</p> <p>To identify appropriate and inappropriate touch.</p> <p>To recognise that hurtful teasing and bullying is wrong and what to do if teasing and bullying is happening.</p> <p>To share our views and opinions with others.</p>	<p>To understand what makes positive, healthy relationships and friendships.</p> <p>To know how to maintain friendships.</p>	<p>To identify acceptable and unacceptable physical contact.</p> <p>To understand that actions affect ourselves and others.</p> <p>To understand the importance of working collaboratively.</p>	<p>To understand that actions have consequences.</p> <p>To further develop how to work collaboratively through negotiation, compromise and giving feedback.</p> <p>To have strategies to solve disputes and conflicts amongst peers.</p>	<p>To identify different types of relationships.</p> <p>To have positive and healthy relationships.</p> <p>To deepen our knowledge of maintaining relationships and recognising when a relationship is unhealthy (including forced marriage).</p> <p>To know what is meant by a committed and loving relationships, including marriage.</p> <p>To be clear about acceptable and unacceptable physical touch, their personal boundaries and the right to privacy.</p>

Relationships: Valuing difference	<p>To share our views and opinions with others.</p> <p>To identify and respect the differences and similarities between people.</p>	<p>To learn about the importance for respect for the differences and similarities between people.</p>	<p>To know how to recognise and respond to bullying.</p>	<p>To listen and respond effectively to people.</p> <p>To understand how to share different points of view.</p>	<p>To carefully listen to others.</p> <p>To be able to raise concerns and challenge issues raised.</p>	<p>To deepen our understanding of how to listen to others, raise concerns and challenge.</p> <p>To understand what makes people the same or different.</p> <p>To recognise and challenge stereotypes and to understand the effects of discrimination and bullying.</p>
Living in the Wider World: Rights and responsibilities	<p>To learn how we can contribute to the life of the classroom and school.</p> <p>To understand group and class rules how these rules help them.</p> <p>To recognise ways in which they are all unique.</p> <p>To understand the ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>To understand group and class rules.</p> <p>To respect their own and others' needs.</p> <p>To identify the different groups and communities we belong to.</p> <p>To identify people who work in the community and how to get help in an emergency.</p>	<p>To be able to discuss and debate health and wellbeing issues.</p> <p>To understand that we are part of the community and who works in the community.</p>	<p>To understand how to discuss and debate health and wellbeing issues.</p> <p>To appreciate difference and diversity in the UK and around the world.</p>	<p>To discuss and debate health and wellbeing issues, using past and present knowledge.</p> <p>To understand the rules and laws and how they change.</p> <p>To identify anti-social behaviour.</p> <p>To be able to respect and resolve differences.</p>	<p>To further discuss and debate health and wellbeing issues.</p> <p>To understand what human rights are and the rights of child.</p> <p>To know the cultural practices and British law.</p> <p>To understand the importance of being part of a community and knowing groups that support communities.</p> <p>To be critical of what is in the media and what they forward to others.</p>

Living in the Wider World: Environment	<p>To understand how to look after the local environment, including conserving energy. <i>(Cross curricular with Year 2)</i></p>	<p>To learn about what improves and harms their local, natural and built environments. <i>(Cross curricular with Year 1)</i></p>	<p>To be able to show how we care for the environment (e.g. animals and school grounds).</p>	<p>To understand the value of sustainability of the environment across the world.</p>	<p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>To continue to develop the skills to exercise these responsibilities.</p>	<p>To recognise our different rights, responsibilities and duties.</p> <p>To understand how resources are allocated and the effect of this on individuals, communities and the environment.</p>
Living in the Wider World: Money	<p>To understand where money comes from and what it is used for.</p> <p>To gain knowledge of how to spend and save money.</p> <p>To understand how to keep money safe.</p>	<p>To understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>To learn about the role money plays in our lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>To learn what is meant by enterprise and begin to develop enterprise skills.</p> <p>To identify the importance of finance in people's lives.</p> <p>To understand what a critical consumer is.</p> <p>How to look after money. <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 6)</i></p>	<p>To understand the role of money and how to manage money by saving and budgeting.</p> <p>To identify what is meant by interest and loan.</p>	<p>To understand the importance of finance in people's lives.</p> <p>To learn how to be a critical consumer.</p> <p>To develop our knowledge of looking after money by understanding the terms; interest, loan, debt and the management of money, including tax.</p>	<p>To identify the importance of finance in people's lives.</p> <p>To develop our knowledge of how to be a critical consumer.</p> <p>To deepen our knowledge of looking after money through: interest, loan, debt and the management of money including tax. <i>(CROSS YEAR- GROUP PROJECT WITH YEAR 3)</i></p>