

## PSHE Progression Document

	EYFS	Year 1/2	Year 3/4	Year 5/6
<b>Myself and my relationships</b>	<p>Identify special people in their lives. Learn about family groupings. Learn about friendships and how to be a good friend. Learn to manage uncomfortable feelings and simple ways to resolve conflict. Identify different emotions in themselves and others. Look at how our feelings affect our behaviour. Learn about feelings associated with loss and change. Identify a safety circle.</p>	<p>Develop rules and build positive relationships in the classroom. Consider how it feels to be new and how to cope in that situation. Develop their own safety circle and who to approach for support. Describe what a friend is and does. Address strategies for coping with difficult situations in friendships. Identify who is in my family and what is special about them. Develop understanding of bullying behaviour and how to respect difference. Consider strategies for keeping themselves safe from bullying and to help others. Develop strategies to ensure school is a safe place. Develop understanding of their own emotions and others. Explore how these affect how we think, feel, behave. Consider how to deal with emotions, including how to calm and relax. Recognise change as a normal part of life. Talk about how change feels and can be positive.</p>	<p>Develop ground rules and build positive relationships in the class. Explore how it feels to be in new situations and how to cope with this. Learn about the range of change-wanted and unwanted, and the emotions involved in loss and change. Develop a plan for managing a change. Look at how to welcome new people. Identify support networks. Develop awareness of healthy relationships. Learn to manage conflict and how we affect and are affected by others. value differences and similarities between themselves and others, Look at key characteristics of bullying, and different forms of bullying including cyber bullying. Explore examples of where people are bullied because of race, gender, sexuality, special learning needs etc. and explore the role of the bystander. Explore strategies for responding to bullying. Identify and increase the range of emotions understood, developing language to describe them. Explore how our bodies respond to emotion and of impact of resulting behaviour – focus on worry. Learn to manage strong emotions, and develop strategies for staying calm and relaxed. Revisit networks of special people.</p>	<p>Develop ground rules for the class and explore what this means. Build positive relationships in the class and skills of cooperation. Explore feelings of being in new situations and develop strategies for coping with this. Consider networks of special people. Develop skills when making friends and coping with challenges in existing relationships. The role of groups in friendship to be considered and the pressures this brings. Explore feelings of loss and change (moving home/ bereavement/ changing school) and learn that change is an invertible part of life. Develop strategies to help transition into secondary school. Consider the value of diversity within friendships. Develop understanding of bullying, and different types of bullying, including cyber bullying. Explore why bullying happens and how girls and boys bully. Explore negative role that stereotyping plays in prejudice driven bullying. Consider the feelings of children who are bullied and the longer term impact it has. Consider strategies for keeping themselves safe from bullying and supporting those who have been bullied. Develop understanding of own emotions and others. Consider how to avoid or deal with situations which make them upset, angry or overwhelmed, including strategies for calming down and relaxing. Explore assertiveness and how and when to be assertive. Explore how they are uniquely special, looking at their likes and dislikes. Appreciate others and own needs.</p>
<b>Citizenship</b>	<p>Understand what it means to belong to a community. Explore the roles of people who help them and the local neighbourhood. Find out what they like/ dislike about</p>	<p>Develop skills of communication and working with others. Identify own strengths, gifts and talents. Use these to contribute to group work. Develop skills of listening, turn taking, negotiation and cooperation.</p>	<p>Value own strengths and gifts/talents and contribute these to group situations. Reflect on learning new skills. Develop communication, group work skills, listening, expressing opinions, questioning, problem solving and</p>	<p>Develop lifelong skills in communication when working with others. Identify own strengths and talents to contribute to group tasks. Develop communication skills</p>

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	<p>the local area. Develop caring attitude towards animals and plants.</p>	<p>Identify own responsibilities in and out of school. Develop understanding of democratic decision making. Learn how to share opinions respectfully.</p> <p>Develop sense of self-worth and personal identity. Learn about different cultures and groups, and the importance of not stereotyping people on the basis of difference. Develop understanding of the needs of the environment</p>	<p>decision making. Learn to persevere at a task and develop reliance. Evaluate own and others work, giving and receiving feedback sensitively.</p> <p>Identify difference between needs and wants. Introduce idea of rights focus on UN Convention on the Rights of the Child. Learn that rights come with responsibility. Develop an understanding of democratic decision making and how these affect everyday life.</p> <p>Experience voting and learn to share opinions, ensuring they listen to others, take turns and show respect.</p> <p>Explore what makes identity and learn about communities within the UK. Consider different views, beliefs, lifestyles and understand about stereotyping and challenging it. Look at the role of the media, Learn to care for the local environment and pets.</p>	<p>such as listening, debating, explaining views and acknowledging the views of others. Develop sense of identity and self worth. Consider ethnic make up of local and national community and the benefits of living in a diverse society. Develop understanding of the negative effects of stereotyping and prejudice, including the impact</p>
<p><b>Healthy and safer lifestyles</b></p>	<p>Value and appreciate their own and others bodies. Recognise and name external parts of the body, including sexual parts of the body. Look at similarities and differences between girls and boys. Develop basic personal hygiene routines, for example toileting and washing, dressing and undressing. Understand what our body needs to be healthy. Learn about the benefits of a balanced diet, rest, sleep and exercise.</p> <p>Learn about their safety circle and how to ask for help. Explore good and bad touches and good/ bad secrets. Learn the potential dangers of known and unknown substances.</p>	<p>Learn the importance of a healthy lifestyle. Learn about a balanced diet (inc 5 day), sleep, dental hygiene and hand washing.</p> <p>Develop familiarity of names for main external parts of the body. Consider simple hygiene practices and their responsibility for carrying this out, to develop respect for their body.</p> <p>Distinguish yes and no touches, and explore good and bad secrets.</p> <p>Consider how babies develop into children then adults, and what babies and young children need to stay healthy and safe.</p> <p>Explore feeling of safe/ unsafe. Learn skills to assess risk, social and emotional.</p> <p>Consider ways to take control of their own safety. Learn how to ask for help in emergencies and revisit safety circles.</p> <p>Learn about sixth sense and how to use senses to stay safer.</p> <p>Consider elements of road safety Look at ways to stay safe in the sun, near water and if lost.</p>	<p>Look at factors that contribute to a healthy lifestyle, for example healthy eating, sleep and use of free time. Use the Eatwell plate to plan and make healthy balanced meals.</p> <p>Look at physical and mental benefits of exercise. Look at wider meaning of healthy lifestyle, for example sleep, dental hygiene, leisure activities and emotional health. Have the opportunity to plan and prepare healthy snacks/ meals and a religious festival/ celebration. Be encouraged to take responsibility for their own lifestyle.</p> <p>Consider physical risk and associated feelings. Consider strategies for reducing risk in everyday situations. Learn what constitutes an emergency and how to deal with this situation. Build on understanding of who they can ask for help in these situations.</p> <p>Consider dangers associated with fire and water and learn strategies for keeping safe.</p> <p>Consider ways to keep safe and have fun.</p> <p>Focus on basic anatomy and external body parts of males and females. Consider the capabilities of their bodies to develop</p>	<p>Look at healthy eating and physical activity. Learn about different substances food contains including nutrients and benefits. Be encouraged to take responsibility for own healthy lifestyle.</p> <p>Broaden knowledge of drug types and the role of health professionals who handle drugs. Reflect on sources of support from trusted adults and consider how to ask for help. Focus on legal drugs nicotine and alcohol. Look at effects of these on the brain and body. Explores public awareness of solvents, illegal drugs etc. Consider ways to reduce harm in relation to this.</p> <p>Learn skills to keep safe on the roads-cycling. Build on pedestrian road safety understanding. Consider dangers of electricity in the home and railways and learn basic techniques to keep safe. Learn to reduce the risk of accidents.</p> <p>Focus on basic anatomy and physical difference between male and female bodies. Learn routines of hygiene and benefits of, in relation to puberty. Main</p>

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		Focus on safety of medicines and household substances. Look at positive use of medicines to health professionals.	respect for themselves and others. Develop understanding of personal hygiene further. Describe the difference between yes and no touches, and good and bad secrets. Demonstrate that they can use their voice and body language to keep safe. Consider what it means to be a 'grown up', and the responsibilities of parents and carers. Broaden knowledge of drug types and how they enter the bloodstream. Develop understanding of safety rules with medicines. Focus on recreational drugs nicotine and alcohol, considering the effects.	themes of body knowledge, functions, awareness and image. Focus on sexual intercourse and the human life cycle. Explore the meaning of love and consider the responsibility of caring for self and others, the need for trust and love in marriage and established relationships. Discuss parenting choices and the use of contraception. Identify people they trust and their support network. Identify yes and no touches and when to tell. Understand rules of personal boundaries.
<b>Economic well being</b>		Understand what money is and where it comes from. Explore difference of need and wants, and the choices of spending money. Learn to plan and save money for later use. Explore what charity is and does.	Understand the importance of money in our lives and where it might come from, how we earn it etc. Increase understanding of difference between needs and wants. Learn to plan and save money for later use. Understand how our spending can impact the community and beyond. Consider what poverty is.	Find out about earning money and how this supports the community. Deepen understanding of wants and desires. Explore spending, saving, risk taking and debt. Look at world trade and consider poverty in the UK and wider world. Have experience of managing money.
<b>E-safety linked to ICT progression</b>	Most children will: *with support, select appropriate websites/games *be able to say who they would tell if they were worried	<b>Year 1</b> Most children will: *understand information can be personal *Recognise what kind of information should be kept personal * be able to say who they would tell if they were worried and why they would need to tell <b>Year 2</b> Most children will: *Understand information can be personal and can choose who they share it with *Recognise what kind of information should be kept personal, and can verbalise potential risks of using online services *Communicate respectfully using digital devices * be able to say who they would tell if they were worried and why they would need to tell	<b>Year 3</b> Most children will: *be able to review their online activity *maintain and amend online profiles, with support *understand the importance of keeping personal details safe, and the risks the online world represents *conduct themselves respectfully when communicating online *Communicate respectfully when online *Understand if permission is needed to access or share content <b>Year 4</b> <b>Continued from YR3</b> Most children will: *Identify a range of potential online risks *Identify a range of ways of reporting and communicating concerns and risks *Understand risks of attachments & web links	<b>Year 5</b> Most children will: *Continue to amend and maintain online identities in relation to digital footprint *Communicate using a wide variety of digital and online devices *Use online communities safely and respectfully *With support, consider and use security settings on digital devices <b>Year 6</b> Most children will: *Consider validity of online content when using search engines *Understand and use safe search engines for content *Understand privacy and respect copyright *Recognise a range of potential online risks, including contact and content, and know how to seek support

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