



## Mount Hawke Academy - PSHE Curriculum Overview & Progression

### ‘Me & My Relationships’

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• All about me.</li> <li>• What makes me special?</li> <li>• Me and my special people.</li> <li>• Who can help me?</li> <li>• Exploring my feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe;</li> <li>• Explain their classroom rules and be able to contribute to making these.</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> <li>• Identify a range of feelings;</li> <li>• Identify how feelings might make us behave;</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>• Recognise that people's bodies and feelings can be hurt;</li> <li>• Suggest ways of dealing with different kinds of hurt.</li> <li>• Recognise that they belong to various groups and communities such as their family;</li> <li>• Explain how these people help us and we can also help them to help us.</li> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest actions that will contribute positively to the life of the classroom;</li> <li>• Make and undertake pledges based on those actions</li> <li>• Take part in creating and agreeing classroom rules.</li> <li>• Use a range of words to describe feelings;</li> <li>• Recognise that people have different ways of expressing their feelings;</li> <li>• Identify helpful ways of responding to other's feelings.</li> <li>• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>• Identify situations as to whether they are incidents of teasing or bullying.</li> <li>• Understand and describe strategies for dealing with bullying;</li> <li>• Rehearse and demonstrate some of these strategies.</li> <li>• Explain the difference between bullying and isolated unkind behaviour;</li> <li>• Recognise that there are different types of bullying and unkind behaviour;</li> <li>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>• Recognise that friendship is a special kind of relationship;</li> <li>• Identify some of the ways that good friends care for each other.</li> <li>• Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>• Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>



Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, for internet- based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules.</li> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Understand that these feelings are normal and a way of dealing with the situation.</li> <li>• Define and demonstrate cooperation and collaboration;</li> <li>• Identify the different skills that people can bring to a group task;</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>• Identify people who they have a special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>• Express opinions and listen to those of others;</li> <li>• Consider others' points of view;</li> <li>• Practise explaining the</li> </ul>	<ul style="list-style-type: none"> <li>• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>• Explain how different words can express the intensity of feelings.</li> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> <li>• Recognise that there are times when they might need to say 'no' to a friend;</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> <li>• Identify a wide range of feelings;</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Explain how feelings can be linked to physical state.</li> <li>• Demonstrate a range of feelings through their facial expressions and body language;</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what collaboration means;</li> <li>• Give examples of how they have worked collaboratively;</li> <li>• Describe the attributes needed to work collaboratively.</li> <li>• Explain what is meant by the terms negotiation and compromise;</li> <li>• Describe strategies for resolving difficult issues or situations.</li> <li>• Demonstrate how to respond to a wide range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Reflect on their own friendship qualities.</li> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> <li>• Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>• Understand and rehearse assertiveness skills.</li> <li>• Recognise basic emotional needs, understand that they change according to circumstance;</li> <li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>• Understand that online communication can be misinterpreted;</li> <li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a collaborative approach to a task;</li> <li>• Describe and implement the skills needed to do this.</li> <li>• Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>• Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> <li>• Recognise some of the challenges that arise from friendships;</li> <li>• Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>• List some assertive behaviours;</li> <li>• Recognise peer influence and pressure;</li> <li>• Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>• Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>• Describe the consequences of reacting to others in a positive or negative way;</li> <li>• Suggest ways that people can respond more positively to others.</li> <li>• Describe ways in which people show their commitment to each other;</li> <li>• Know the ages at which a person can marry, depending on whether their parents agree;</li> <li>• Understand that everyone has the</li> </ul>



<p>thinking behind their ideas and opinions.</p> <ul style="list-style-type: none"><li>• Identify qualities of friendship;</li><li>• Suggest reasons why friends sometimes fall out;</li><li>• Rehearse and use, now or in the future, skills for making up again.</li></ul>			<p>right to be free to choose who and whether to marry.</p> <ul style="list-style-type: none"><li>• Recognise that some types of physical contact can produce strong negative feelings;</li><li>• Know that some inappropriate touch is also illegal.</li><li>• Identify strategies for keeping personal information safe online;</li><li>• Describe safe and respectful behaviours when using communication technology.</li></ul>
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