

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

PSHE Curriculum Progression Document



PSHE Progression in EYFS

In Early Years Foundation Stage, Maths comes under the skill 'Personal, Social and Emotional Development.' This charts a child's development from entering Reception until they enter the National Curriculum in Year 1. Please see the document below which outlines the examples of how to support children's stages of development in this area.

Children in reception will be learning to:	Examples of how to support this:
See themselves as a valuable individual.	<p>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Take opportunities in class to highlight a child's interests, showing you know them and about them.</p>
Build constructive and respectful relationships.	<p>Make sure children are encouraged to listen to each other as well as the staff.</p> <p>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</p> <p>Congratulate children for their kindness to others and express your approval when they help, listen and support each other.</p> <p>Allow children time in friendship groups as well as other groupings.</p> <p>Have high expectations for children following instructions, with high levels of support when necessary.</p>
Express their feelings and consider the feelings of others.	<p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</p> <p>Undertake specific activities that encourage talk about feelings and their opinions.</p>
Show resilience and perseverance in the face of challenge.	<p>Offer constructive support and recognition of child's personal achievements.</p> <p>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</p> <p>Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>Help children to set own goals and to achieve them.</p>

Children in reception will be learning to:	Examples of how to support this:
Identify and moderate their own feelings socially and emotionally.	<p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>
	<p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</p> <p>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p>
Think about the perspectives of others.	<p>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>
Manage their own needs.	<p>Model practices that support good hygiene, such as insisting on washing hands before snack time.</p> <p>Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p>

PSHE Curriculum Progression

The PSHE progression document is based on the National Curriculum objectives and Association of PSHE Programme of Study.

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Rights and responsibilities	Group and class rules; everybody is unique in some ways and the same in others	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	3 Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; antisocial behaviour; respecting and resolving differences	6 Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others
	Secrets and keeping safe;	Listening to others and	Positive; healthy relationships and	Acceptable and unacceptable	Actions have consequences	Different types of

<p>Healthy Relationships</p>	<p>special people in their lives</p>	<p>playing cooperatively; appropriate and inappropriate touch; teasing and bullying</p>	<p>friendships; maintaining friendship; actions affect ourselves and others; working collaboratively</p>	<p>physical contact; solving disputes and conflicts amongst peers</p>	<p>of actions; working collaboratively ; negotiation and compromise; giving feedback</p>	<p>relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p>
<p>Feelings and</p>	<p>Recognising feelings in self</p>	<p>Behaviour; bodies and</p>	<p>Recognising feelings in</p>	<p>Keeping something</p>	<p>Responding to feelings in</p>	<p>Confidentiality and when to</p>

	good at; setting goals. Change and loss and how it feels	good at; setting goals. Growing; changing and being more independent.	good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change. Correct names for body parts including genitalia RSE LINK	good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents RSE LINK
Valuing Difference	Respecting similarities and differences in others; sharing views and ideas	Respecting similarities and differences in others; sharing views and ideas	Recognising and responding to bullying	Listen and respond effectively to people; share points of view	Listening to others; raise concerns and challenge	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying
Keeping Safe	Keeping safe around	Keeping safe in different	School rules on health and	How to keep safe in local	Strategies for managing	Independence ; increased

	household products; how to ask for help if worried about something	situations; how to ask for help if they are worried about something; privacy in different contexts	safety; basic emergency aid; people who help them stay healthy and safe	area and online; people who help them stay healthy and safe	personal safety in the local environment; online safety; including sharing images; mobile phone safety	responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice
Environment	Looking after the local environment (CROSS YEARGROUP PROJECT WITH Y2)	Looking after the local environment (CROSS YEARGROUP PROJECT WITH Y1)	Responsibilities ; rights and duties	Sustainability of the environment across the world	Different rights; responsibilities and duties	How resources are allocated; effect of this on individuals; communities and environment
Money	Where money comes from;	Where money comes from;	Enterprise; what it means; developing	Role of money; managing	Importance of finance in	Enterprise; setting up an enterprise

	<p>how to use money - saving and spending money</p> <p>NATWEST</p>	<p>saving and spending money; making choices; keeping track of money spent/saved</p> <p>NATWEST</p>	<p>skills in enterprise</p> <p>(CROSS YEARGROUP PROJECT WITH YEAR 6)</p>	<p>money (saving and budgeting); what is meant by interest and loan</p> <p>NATWEST</p>	<p>people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax</p> <p>NATWEST</p>	<p>(CROSS YEARGROUP PROJECT WITH YEAR 3)</p>
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