

PSHE
Progression - Upperwood Academy

	e-safety /Personal safety	Rights and responsibilities	Friends families and relationships	Recycling, looking after the environment and climate change/Global warming	Health and Well being	Transition and managing change
EYFS	<p>SAFETY AROUND SCHOOL – WHO CAN WE ASK IF WE NEED HELP? 40-60 months</p> <p>Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>RESPECT FOR OTHERS. UNDERSTAND WE HAVE SIMILARITIES AND DIFFERENCES. Subject: PSED (40-60 months)</p> <p>Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting. Takes steps to resolve conflicts with other children. Understands that own actions affect other people.</p>	<p>SHOWING CARE (TO OTHERS AND ANIMALS) Subject: PSED (40-60 months)</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>KEEPING HEALTHY. Subject: PSED (ELG)</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They are confident to speak in a familiar group, will talk about their ideas. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>WORKING AS PART OF A GROUP. Subject: PSED (ELG months)</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. Children are confident to try new activities, and say why they like some activities more than others. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>TRANSITION. Subject: PSED (ELG months)</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. They will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
Year 1	<p>E safety ---To know and follow rules when playing age appropriate games and using the internet. How to ask for help. To know who can help. Personal safety including dangers of the road. To know that their body belongs to them and the differences between appropriate and inappropriate physical contact.</p>	<p>To know the difference between needs and wants. Can make links between what they want and what they need, such as a home to live in, a healthy diet. Things they would like, a large house, certain toys and games,</p>	<p>Families -To begin to understand that not all families are the same. Listen and respond to stories about different families. Families that have two mums or two dads. Make links with their own families. Friendships-To understand that healthy friendships make us feel happy and secure. How people make and choose friends.</p>	<p>To have an understanding of what recycling is. Know ways to recycle and how they can play their part both at home and in school. To understand that the environment is the world around us and recycling can improve the environment for humans, animals and plants.</p>	<p>To learn about what medicine is and how to keep safe from it. To name the food groups. To know the benefits of physical activity can have on our bodies and mind. To begin to understand their feelings. Ways to keep our bodies clean. The importance of hand washing</p>	<p>To begin to understand that change happens in very day life, such as moving home, parents changing jobs, moving schools and a change in friendships. To know that this change is normal. To be able to discuss through talking partners and respond to stories linked to managing change. Who to talk to if they are worried about the changes they experience.</p>
Year 2	<p>To know and follow rules when playing age appropriate games and using the internet. How to ask for help. To know who can help. To keep their personal information private, such as age, name and address. Personal safety including ways to keep physically and emotionally safe.</p>	<p>To begin to know some of their basic human rights, such as a right to be safe, have access to food, friends and a home. To know the things they are responsible for, such as looking after their things, being kind to friends, family and pets.</p>	<p>To know that families can be the people that we live with but not necessarily related to such as adopted or fostered. This can be achieved through stories and their own experiences. To demonstrate an understanding the characteristics of friendships, include respect for each other, kindness, trust</p>	<p>To understand the benefits of recycling. Materials that can be recycled and what happens to the material that cannot be recycled. To know that there are different types of pollution that can be harmful. To know how harmful waste can be to humans, plants and animals and suggest ways to improve our local environment. To name types of pollution such as land, air water.</p>	<p>Where we get medicine from, who can give us medicine, where we keep medicine and why. To recap on the food groups, and how to benefit from a healthy diet. Links with Science. To know that germs can spread and make us and others ill if we do not keep ourselves clean. To know that we cannot see germs. To demonstrate ways they can physically keep their bodies, through play and activities To recognise their feelings and how to respond to them, to name some feeling words.</p>	<p>Recap on the changes that can happen in everyday lives. Changes in their bodies –link to science. Things they can do now that they were not able to do when they were younger. The process of growing from young to old and how people's needs change. Linked to Science Ways to deal with the changes and transition in a positive way.</p>
Year 3	<p>How to report and recognise online abuse. How to add privacy settings. Appropriate use of mobile phones and social media. To know that sometimes people behave differently on line, including by pretending to be someone that they are not. To know that being unkind on line is bullying. To know and follow the rules for road safety. How to recognise dangers as they</p>	<p>To name some of their basic human rights, and who to go to if they feel their rights are not being met. A right to have the appropriate medicine, a right to express themselves and hold religious beliefs. To be a responsible citizen, you need to be kind to others, including those in the community and family. Ways to be helpful to others.</p>	<p>To understand the importance of respecting different families including their own. Show ways of problem solving, and sorting friendship differences.</p>	<p>To recap on ways to recycle and the benefits. How we can reduce the amount of waste. To be able to explain that if we do not reduce the amount of waste we produce that it can destroy our natural habitat and contribute to climate change.</p>	<p>To know that medicines are drugs and do not always help. To understand and demonstrate how germs can spread. Demonstrate how infection can spread through hands coughing, sneezing. To demonstrate how a healthy balanced diet can have both long and short term benefits. To understand that physical activities can also play a part in improving mental health.</p>	<p>Changes they have experienced both at school and at home. How to respond to these changes. To be able to discuss changes they are worried about such a change in friendships, school work, or changes in their own life. Ways to manage change and loss and the associated feelings [including moving home, losing toys, pets and friends.</p>

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	become more independent in the community. Who to go to for help. Discuss and debate through role play and discussions.				To know how they can deal with negative feelings, who to go to and how to help themselves. To be more aware of their mental health.	
Year 4	To know ways to stay safe when using social media. Learn how to recognise risks, harmful content and contact and how to report. Recognise when they are not safe.	To know that our human rights are the basic things we need to live. To understand that not all humans have their basic human rights met. To be a responsible citizen, you need to demonstrate that you can respect the rights of others, be honest and trustworthy.	To demonstrate the characteristics of a healthy family life, commitment to each other, including when times are difficult. To understand that other families, either in school or in the wider world sometimes look different to their own family, but that they should show how they respect those differences. To recognise who to trust and who not to trust, how to judge when someone is making them feel unhappy or uncomfortable. Way to respond without violence.	To be able to explain what climate change is and how it affects the world they live in. To understand that climate change is not about the weather but how the earth's temperature increases over long periods of time.	-To know that smoking is a drug and is addictive. To know what addiction is. To understand the impact smoking has on their bodies both short and long term. To make healthy food choices. Understand that coughing and sneezing in your hand can still spread infection. Ways to fight infection. Ways that people with disabilities can benefit from physical activities and how it can help have both long and short term benefits. To recognise both negative and positive feelings, in themselves and others. Ways to deal with negative feelings in themselves and others.	To recap on previous learning on growing and changing and the new opportunities and responsibilities that increasing independence may bring. How to cope responsibly with these changes both at home and school.
Year 5	-To have an understanding of which social media sites are appropriate and which are not and why. Appropriate use of mobiles phones and picture messaging. Ways to be kind just like in the real world. Ways to reduce risk	To know why not all humans have their basic human rights met. Learn about Unicef the world's leading organisation working for children and their rights in other parts of the world. To be a responsible citizen, you need to take responsibility for your own actions. Follow rules and laws.	To observe and respect cultural difference in families both local and in the wider world To know what sort of boundaries are appropriate in friendships with peers including on line.	To observe their own carbon footprint and find ways to reduce it.	To learn about drugs, both legal and illegal. How illegal drugs harm their bodies and minds. To be able to understand some food labels, so that they can make their own healthy choices. To know that bacteria, viruses and fungi are three different types of microbe. To understand that microbes are found everywhere understand that some microbes can keep us healthy. To look at the benefits on physical activities and that sport should be assessable to all. To learn ways to combat peer pressure. To continue to make healthy choices for both physical and mental health .	To reflect on their achievements through transition in school and celebrate the changes they made to improve their own self-esteem and academic achievements. To consider the changes they may face going forward into year 6 and how to deal with this transition in a positive way.
Year 6	E- To have a deeper understanding of how and why they should use social media responsibly, including posting images online. To interact in a responsible manner and that they are responsible for their own actions. How to report, be familiar with ways to report such as CEOP. How to critically consider on line friendships and sources of information including the risks associated with people they have never met. To recognise when they are not safe.	To have some understanding of social, cultural and economic rights such as The right to work in safe and healthy conditions. The right to be educated and the benefits of cultural freedom. A right to have standards of physical and mental wellbeing. -Recap on previous learning-To be a responsible citizen. Set a good example to others both in the community and at home.	To deepen their understanding so they can respect the LGBTQ community. To be able to demonstrate ways to respect friends, even if they are very different from themselves, including LGBTQ friends. Show respect to friends who have different beliefs from them ,including cultural and religious beliefs .	To deepen their understanding on how climate change affects the world around them both locally and internationally. To observe local and current national events that have contributed to climate change. Ways to combat climate change both long and short term. To know that to describe, global warming is an increase in the earth's atmosphere. Ways to combat carbon footprint, to know that the amount of greenhouse	To deepen their understanding on the impact that drugs and alcohol do to the body and mind. To know the laws on illegal drugs. Recap on year 4 and 5 understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. Understand that if antibiotics are taken, it is important to finish the understand that they should not share antibiotics or other medicines that are prescribed by a doctor.	Ways to manage change including puberty. How their body will and emotions may change, as they approach and move through puberty. Ways to manage change going into year 7. How they manage that change, such as new friends, different teachers and adults that support them. What they are looking forward to or worried about.

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				<p>gases especially carbon is given off by something, usually humans. How they can play their own part in improving our environment, to know that climate change is a change in conditions such as temperature and rainfall over a long period of time. The earth's surface is warming up.</p>	<p>Understand that vaccines help prevent a range of infections, including the flu. To know the nutritional benefits for their bodies and mind both long and short term. To understand that some foods should be eaten in moderation, such as saturated fats and sugars. To have the confidence to talk about mental health. To understand that their feelings and thoughts may change over time, as they go through puberty and that these feelings are normal, such as body image peer pressure. Who they can go to for help with their mental health including on line services such as young minds.</p>	<p>To know how they can access help in year 7 if they are worried or anxious about anything.</p>
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