



### Progression of Skills in PSHE

The aim of PSHE the development of a child, aimed at creating a well-rounded individual who understands themselves and recognises and respects differences in others around them. Through assemblies, discussion and personal reflection the children will develop their own personal beliefs and we will provide opportunities for pupils to discuss moral choices and dilemmas which may occur in their daily lives, develop their understanding through celebrations, music, art and create respect for cultural diversity. They will develop their confidence, self-motivation and an understanding of their rights and responsibilities within our society. We link SMSC and PSED with British Values throughout the school. And we aim to increase the children's knowledge of these values by different activities, assemblies and everyday behaviour towards others and through their own personal development.

INTENT							
	EYFS	Year 1/2		Year 3/4		Year 5/6	
<b>Knowledge</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- Beginning and belonging</li> <li>- My family and friends</li> <li>- My emotions</li> <li>- Identities and diversity</li> <li>- Me and my world</li> <li>- My body and growing up</li> <li>- Keeping safe</li> <li>- Healthy lifestyles</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- Beginning and belonging</li> <li>- Me and my emotions</li> <li>- Working together</li> <li>- Diversity and communities</li> <li>- Managing risk</li> <li>- Safer contexts</li> <li>- Sex and relationships education</li> <li>- Healthy lifestyles</li> <li>- Rights, rules and responsibilities</li> <li>- Family and friends</li> <li>- Anti-bullying</li> <li>- Financial capability</li> <li>- Drug education</li> <li>- Personal safety</li> <li>- Sex and relationships education</li> <li>- Managing change</li> </ul>		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- Beginning and belonging</li> <li>- Me and my emotions</li> <li>- Working together</li> <li>- Diversity and communities</li> <li>- Managing risk</li> <li>- Safer contexts</li> <li>- Sex and relationships education</li> <li>- Healthy lifestyles</li> <li>- Rights, rules and responsibilities</li> <li>- Family and friends</li> <li>- Anti-bullying</li> <li>- Financial capability</li> <li>- Drug education</li> <li>- Personal safety</li> <li>- Sex and relationships education</li> <li>- Managing change</li> </ul>			
<b>Skills</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Myself and my relationships</b>	<p>Pupils know about beginning and belonging in a new classroom. They know how to make the classroom a safe and happy place, including the needs of others and about their behaviour.</p> <p>Pupils know about friends and family, and how we care for each other.</p> <p>Pupils understand their emotions and can help others feel better.</p>	<p>Pupils know how to help make the school and classroom a safer and fair place.</p> <p>Pupils can name different feelings and start to manage their emotions and behaviour.</p>	<p>Pupils know what a good friend is and how to makes friends.</p> <p>Pupils can recognise bullying, why it may happen and what to do.</p> <p>Pupils know about how they're changing, how they feel and how their skills and responsibilities are changing as they grow up.</p>	<p>Pupils understand about belonging, safety and rules in school.</p> <p>Pupils know about communicating and coping with difficult emotions.</p>	<p>Pupils know about how relationships change and how to cope.</p> <p>Pupils understand the key characteristics of bullying, how to keep themselves safe and how bystanders might intervene.</p> <p>Pupils understand change and how they may feel.</p>	<p>Pupils know how to solve problems and build good relationships in the classroom.</p> <p>Pupils know what they are good at and what they find difficult, and how to manage strong emotions.</p>	<p>Pupils understand their network of relationships, differences between people and support.</p> <p>Pupils can define bullying, understand power and ways to prevent bullying.</p> <p>Pupils understand change, loss and transitions.</p>

<p><b>Citizenship</b></p>	<p>Pupils know about the similarities and differences between themselves and people they know.</p> <p>Pupils know how to care and who cares for their school, their local neighbour and their home.</p>	<p>Pupils can work in a group, listen to other people, take turns and use their skills in a group.</p> <p>Pupils know about the similarities and differences between themselves and other people, especially culture and beliefs.</p>	<p>Pupils know about rules and their responsibilities.</p>	<p>Pupils can work in a group and know about sharing views, opinions and criticism effectively.</p> <p>Pupils know about differences between people and about their community.</p>	<p>Pupils understand democracy, rules, rights and responsibilities at home and school.</p>	<p>Pupils know about their strengths and skills, and those of others. They are aware of jobs that people do.</p> <p>Pupils know about different identities and communities and how they are influenced by voluntary organisations, the media and the environment.</p>	<p>Pupils know about basic rights, democracy and how to contribute.</p>
<p><b>Health and safer lifestyles</b></p>	<p>Pupils know about their body: what it can do and how it has changed. Pupils know about self-care.</p> <p>Pupils know about dangers and simple safety rules.</p> <p>Pupils know what makes them feel healthy, and why food, drink, exercise, rest and sleep are good for them.</p>	<p>Pupils understand risky situations and how they can keep themselves safer, including emergencies.</p> <p>Pupils know about the risks in their environment.</p> <p>Pupils know about what their body can do and how to keep their bodies clean.</p> <p>Pupils understand how to stay healthy through food, exercise and healthy choices.</p>	<p>Pupils know why people take medicine and about the roles of medical professionals. Pupils know about potentially risky substances at home.</p> <p>Pupils know about safety in their area and who can help them feel safe.</p> <p>Pupils know how babies change and grow.</p>	<p>Pupils know about risks to themselves, their friendships and their feelings, and they know about decisions which affect risks.</p> <p>Pupils understand how roads, fire and water are risky and how they might stop accidents happening.</p> <p>Pupils know about the differences between males and females.</p> <p>Pupils know about nutrition and how to plan and prepare simple food. Pupils know about how to look after their teeth.</p>	<p>Pupils know about the uses and misuses of drugs.</p> <p>Pupils know about personal safety and physical contact.</p> <p>Pupils know about the main stages of human life.</p>	<p>Pupils know about good and dangerous risks.</p> <p>Pupils know how to stay safe as a cyclist or pedestrian, in the sun, at home, near railways.</p> <p>Pupils know about male and female sexual parts, and puberty.</p> <p>Pupils understand a healthy lifestyle, healthy energy balance and how to plan, prepare and cook healthy meals safely.</p>	<p>Pupils understand how drug use affects the body and brain. They understand how people may influence their behaviour.</p> <p>Pupils understand their responsibility for personal safety.</p> <p>Pupils know how babies are made and what adults should think about before having a baby.</p>
<p><b>Economic wellbeing</b></p>			<p>Pupils know about money: how might they get it, how they would pay for things and what choices people make.</p>		<p>Pupils understand more about money: earning , spending and budgets.</p>		<p>Pupils understand more about ways to get money, wanting and needing, value for money and poverty.</p>

**IMPLEMENTATION**

<b>Vocabulary</b>	<p>Belonging, likes, dislikes, similarities, differences, goals, feelings, communication, ground rules, rights, rules, responsibilities, fair, unfair, difference, kind, behaviour, bullying, emotions, respect, neighbourhood, beliefs, environment.</p>	<p>Calming down, self-awareness, impulsive behaviour, assertiveness, co-operation, stereotypes, risky situations, risk, food preparation, eatwell plate.</p>	<p>Charters, laws, decisions, school and class councils, friendship patterns, conflict resolution, wellbeing, money, cash values, finite resource, saving, spending, banks, charity, medicines, health professionals, internet safety, e-safety, habits, transitions.</p>	<p>Network of support, relaxation, questioning skills, problem solving, perseverance, feedback, animal welfare, uniqueness, hygiene, nutrition, dental care.</p>	<p>Democracy, debating, voting, compromise, family patterns, prejudice, homophobic bullying, bullying related to race, religion or culture, bystanders, bereavement.</p>	<p>Self-awareness, mental health, anxiety, informed choices, self-perception, self-evaluation, media, sustainability, first aid, puberty, menstruation.</p>	<p>Participation, anger management, earnings and deductions, debt and credit, insurance and pensions, poverty, substances, domestic violence, human lifecycle, sexual reproduction, love, marriage, bereavement, transition.</p>
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**IMPACT**

<b>Assessment opportunities</b>							
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