

PSHE Progression Document

<p>This curriculum overview provides the importance of Personal, Social and Health Education (PSHE) help given to pupils to attain knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities using JIGSAW as a whole school programme. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life learning.</p>									
PSHE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<p>Relationships Pupils should be taught: 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. 2. How to recognise and manage emotions within a range of relationships. 3. How to recognise risky or negative relationships including all forms of bullying and abuse 4. How to respond to risky or negative relationships and ask for help. 5. How to respect equality and diversity in relationships.</p>	<p>New statements Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p>	<p>What do I like about my friend? What does my friend like about me? Who am I? Children can, understand, identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>What can others do to help me feel good? Who do I look after? Young carers lesson Why shouldn't I tease others? New beginnings Feelings and emotions Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.</p>	<p>To recognise a wider range of feelings in others. Respond to how others are feeling. To recognise a wider range of feelings in others. Respond to how others are feeling. Work collaboratively toward shared goals. Know about differences and similarities between people, but understand everyone is equal. To recognise bullying - themselves and others. Know how to respond and ask for help. Know about what is meant by 'stereotypes'. Know about the importance of keeping personal boundaries and the right to privacy.</p>	<p>Know about what makes a positive, healthy relationship, including friendships. Know how to maintain good friendships. Understand how actions can affect us and others. Know about the difference between acceptable and unacceptable physical contact. Know how to respond to unacceptable physical contact. Work collaboratively toward shared goals. Recognise differences and similarities between people, but understand everyone is equal. Recognise all forms of bullying.</p>	<p>Know about different types of relationships (friends, families, couples, marriage, civil partnership). Know about what constitutes a positive, healthy relationship. Recognise when a relationship is unhealthy. Judge whether physical contact is acceptable or unacceptable and how to respond. Model negotiation and compromise strategies to resolve disputes and conflict. Give helpful feedback and support to others. Know about the factors that make people the same or different. Recognise and challenge 'stereotypes'.</p>	<p>Know about different types of relationship. Know what constitutes a positive, healthy relationship. Know how to maintain a healthy relationship. Know about committed loving relationships (including marriage and civil partnership). Know that marriage, arranged marriage and civil partnership is between two people who willingly agree. Know that to force anyone into marriage (forced marriage) is illegal. Know about the importance speaking out about forced marriage Know about confidentiality. Know about times when it appropriate and necessary to break a confidence. Know about judging whether physical contact is</p>		

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							<p>Know how to respond and ask for help. Recognise dares.</p> <p>Know about what is meant by 'stereotypes'.</p> <p>Know about the importance of keeping personal boundaries</p>	<p>Know about the correct use of the terms sex, gender identity and sexual orientation.</p> <p>Recognise dares.</p> <p>Know about the importance of keeping personal boundaries and the right to privacy</p>	<p>acceptable or unacceptable. Know how to respond.</p> <p>Confidently negotiate and compromise strategies to resolve disputes and conflict.</p> <p>Give helpful feedback and support to others.</p> <p>Recognise and manage dares.</p> <p>Understand about the importance of keeping personal boundaries and the right to privacy</p>	
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<p>Health and Wellbeing Pupils should be taught: 1. What is meant by a healthy lifestyle? 2. How to maintain physical, mental and emotional health and wellbeing. 3. How to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency 8. To identify different influences on health and wellbeing.</p>	<p>See themselves as a valuable individual.</p> <p>Identify and moderate their own feelings socially and emotionally .</p> <p>Manage their own needs - personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>regular physical activity</p> <p>healthy eating</p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p> <p>How have I changed? (physically, socially & emotionally)</p> <p>Healthy / Unhealthy food & diet swaps.</p> <p>Basic movements in PE lessons. Exploring fitness and health.</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p> <p>Keeping fit – different ways that exercise can help people feel better about themselves + PE + Theme.</p>	<p>Know about what makes a 'balanced lifestyle'.</p> <p>Know about making choices in relation to health.</p> <p>Know about what makes up a balanced diet.</p> <p>Know about opportunities they have to make their own choices about food.</p> <p>Know about what influences their choices about food.</p> <p>Know that images in the media do not necessarily reflect reality.</p> <p>Know about a wider range of feelings some good and some not so good.</p> <p>Know people can experience different feelings at the same time.</p> <p>Describing their feelings to others.</p> <p>Know about the kinds of change that happen in life and the feelings associated with this.</p> <p>Know about feeling negative pressure and how to manage this.</p> <p>Know about drugs that are common in everyday</p>	<p>Understand about what makes a 'balanced lifestyle'.</p> <p>Understand about making choices in relation to health.</p> <p>Understand about what makes up a balanced diet.</p> <p>Know about opportunities they have to make their own choices about food.</p> <p>Know about what influences their choices about food.</p> <p>To know about a wider range of feeling both good and bad.</p> <p>Understand that people can experience conflicting feelings at the same time.</p> <p>The can describe feelings to others.</p> <p>Manage risks in familiar situations and keeping safe.</p> <p>Understand about the importance of school rules for health and safety.</p>	<p>Understand that images in the media can distort reality.</p> <p>Know media can affect how people feel about themselves.</p> <p>To describe the range and intensity of their feelings to others.</p> <p>Manage complex or conflicting emotions.</p> <p>Know how the spread of infection can be prevented.</p> <p>Know about the skills needed in an emergency.</p> <p>Know about habits (in relation to drug, alcohol and tobacco education).</p> <p>Know about strategies for managing personal safety - local environment.</p> <p>Know about strategies for managing personal safety – online.</p> <p>Know what to consider before sharing pictures of themselves and others online.</p>	<p>Know that images in the media can distort reality.</p> <p>Know media can affect how people feel about themselves.</p> <p>Cope with change and transition - how this relates to bereavement and the process of grieving.</p> <p>Know how the spread of infection can be prevented.</p> <p>Understand about different influences on behaviour, including peer pressure and media influence.</p> <p>Know how to resist unhelpful pressure and ask for help.</p> <p>Know about habits (in relation to drug, alcohol and tobacco education).</p> <p>Understand about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco).</p> <p>Know about strategies for managing personal safety - local environment and online.</p> <p>Know what to consider before sharing pictures of</p>
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	<p>toothbrushing</p> <p>sensible amounts of 'screen time'</p> <p>having a good sleep routine</p> <p>being a safe pedestrian,</p> <p>Show resilience and perseverance in the face of challenge.</p>				<p>life (medicines, caffeine, alcohol and tobacco)</p>	<p>Know about how to get help in an emergency.</p> <p>Know about keeping safe in the local environment.</p> <p>Know about keeping safe online.</p> <p>Know about people who help them stay healthy and safe.</p>	<p>Know how to keep safe and well when using a mobile phone</p>	<p>themselves and others online.</p> <p>Know how to keep safe and well when using a mobile phone.</p> <p>Know where to get help advice and support</p>	
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<p><u>Living in the wider world.</u> 1. Children talk about past and present events in their own lives and in the lives of family members. 2. They know that other children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and others, and among families, communities and traditions. 4. Children are confident to try new activities, and say why they like some activities more than others. 5. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. 6. They say when they do or don't need help.</p>		<p>Know about group and class rules and why they are important.</p> <p>Know about respecting the needs of ourselves and others.</p> <p>Know about groups and communities that they belong to. Looking after the local environment.</p> <p>Know where money comes from and what it is used for.</p> <p>Understand that everybody is unique.</p> <p>Know the ways we are the same as other people.</p> <p>Know about the people who work in their community. Know how to get help even</p>	<p>Understand class rules and why they are important.</p> <p>Understand about respecting the needs of ourselves and other.</p> <p>Know about groups and communities that they belong to.</p> <p>Know about looking after the local environment.</p> <p>Understand about where money comes from and what it is.</p> <p>Understand how to keep money safe.</p> <p>Understand that everybody is unique</p> <p>Understand about the ways we are the same as other people.</p> <p>Know about the people who work in their community.</p> <p>Know how to get their help, including in an emergency</p>	<p>Understand how to discuss and debate issues concerning health and wellbeing.</p> <p>Know about the ways in which rules and laws keep people safe. Take part in making and changing rules</p> <p>Know about their responsibilities, rights and duties (home, school and the environment)</p> <p>Understand about resolving differences – agreeing and disagreeing</p> <p>Appreciate difference and diversity (people living in the UK</p> <p>Understand about the role of money.</p> <p>Understand the ways of managing money (budgeting and saving).</p> <p>Know that information presented in the media can be misleading</p>	<p>Discuss and debate issues concerning health and wellbeing.</p> <p>Know about the ways in which rules and laws keep people safe.</p> <p>Take part in making and changing rules.</p> <p>Understand that everyone has human rights (and that children have their own set of human rights).</p> <p>Know about the UN declaration on the Rights of the Child.</p> <p>Understand about their responsibilities, rights and duties (home, school and the environment).</p> <p>Understand about resolving differences – agreeing and disagreeing.</p> <p>Know about being part of a community.</p> <p>Know about who works with the local community.</p> <p>Understand about the role of money.</p> <p>Know about ways of managing money</p>	<p>To research, discuss and debate to discuss and debate issues concerning health and wellbeing.</p> <p>Know why and how laws are rules and laws are made.</p> <p>Take part in making and changing rules.</p> <p>Understand about the importance of human rights (and the Rights of the Child).</p> <p>Know about the UN declaration on the Rights of the Child.</p> <p>Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights.</p> <p>Understand that human rights overrule any beliefs, ideas or practices that harm others.</p> <p>Understand about what it means to be a part of a community.</p> <p>Know about different groups / individuals that support the local community.</p>	<p>To research, discuss and debate to discuss and debate issues concerning health and wellbeing.</p> <p>Know why and how laws are rules and laws are made.</p> <p>Take part in making and changing rules.</p> <p>Understand about the importance of human rights (and the Rights of the Child).</p> <p>Know about the UN declaration on the Rights of the Child.</p> <p>Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights.</p> <p>Know that human rights overrule any beliefs, ideas or practices that harm others.</p> <p>Appreciate the range of national, regional, religious and ethnic identities of people living in the UK.</p> <p>Know about the lives, values and customs of people living in other places. Know how finance plays an important part in people's lives.</p>
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		in an emergency.				<p>(budgeting and saving).</p> <p>Understand that information presented in the media can be misleading.</p>	<p>Know about the role of voluntary, community and pressure groups. Appreciate the range of national, regional, religious and ethnic identities of people living in the UK. Understand how finance plays an important part in people's lives.</p> <p>Know about being a critical consumer.</p> <p>Understand 'loan, interest and debt.</p> <p>Know about how resources are allocated and the effect this has on individuals, communities and the environment.</p>	<p>Know about being a critical consumer</p> <p>Understand 'loan, interest and debt.</p> <p>Understand about the importance of looking after money, including managing loans and debt.</p> <p>Know that people pay 'tax' to contribute towards society.</p> <p>Know about how resources are allocated and the effect this has on individuals, communities and the environment. Know what it takes to set up an enterprise</p> <p>Know about what enterprise means for work and society. To be critical of what they see and read in the media.</p> <p>To critically consider information they choose</p>	
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