

Personal, Social, Health and Economic Education (PSHE) Progression

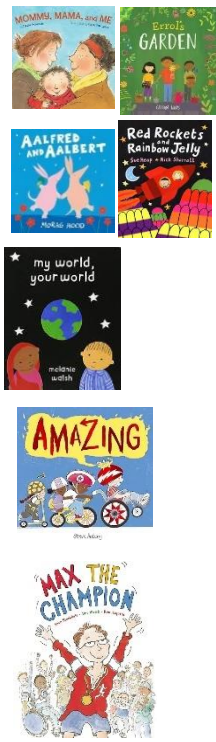
| | EY | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Good to be me | <p>To understand how it feels to belong and that we are similar and different.</p> <p>To start to recognise and manage my feelings</p> | To recognise the range of feelings when faced with certain consequences. | To recognise how it feels to be worried and know who to ask for help. | <p>To recognise how it feels to be happy, sad or scared and to identify if other people are feeling these emotions.</p> <p>To value themselves and know how to make someone else feel welcome and valued.</p> | <p>To take on a role in a group and contribute to the overall outcome.</p> <p>To care about other people's feelings and try to empathise with them.</p> | <p>To understand that my actions affect me and others.</p> <p>To empathise with people in this country whose lives are different to my own.</p> | <p>To understand my own wants and needs and can compare these with children in different communities.</p> <p>To understand that my actions affect myself and others.</p> |
| | Zones – lesson 1 Plus jigsaw lessons as appropriate | Zones – lesson 1 Plus jigsaw lessons as appropriate | Zones – lesson 1 Plus jigsaw lessons as appropriate | Zones – lesson 1, lesson 2, lesson 4, Puzzle piece 4 Puzzle piece 6 | Zones – lesson 5 lesson 6, lesson 13, lesson 14, lesson 15, Jigsaw puzzle 1 | Zones – lesson 7 and lesson 8 (joint), lesson 9 Jigsaw puzzle 2, puzzle 3 | Zones – lesson 11, lesson 12, lesson 13, lesson 16, lesson 17 |

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Celebrating Difference

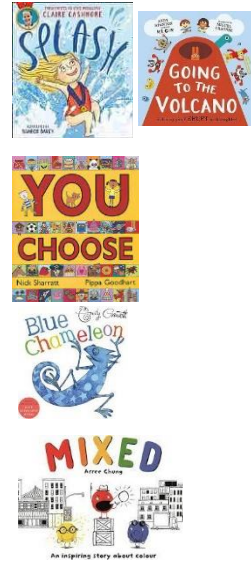
*To recognise that we are all good at different things.
*To understand differences make us all special.
*To talk about how to be a kind friend.

Enrichment texts:



*To talk about one thing that makes me different from my friends
*To understand differences make us all special and unique.
*To describe a variety of ways that I am different from my friends.
*To explain why I am proud of the things that make me special.

Enrichment texts:



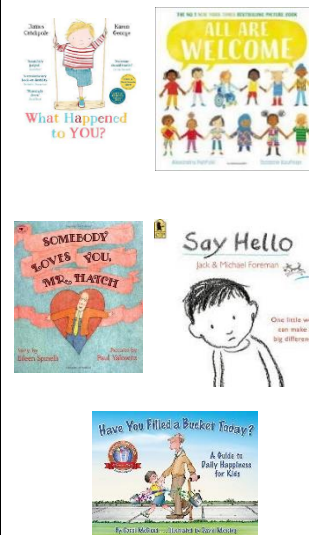
*To identify some ways in which my friend is different from me.
*To explain why I value differences about my friend.
*To compare myself with a friend and describe the similarities and differences between us.
*To express how I feel about our similarities and differences.

Enrichment texts:



*To tell you about a time when my words affected someone's feelings and what the consequences were.
*To give and receive compliments and know how this feels.
*To recognise and describe a time when my words affected someone's feelings and explain the effect this had on our relationship.
*To give and receive genuine compliments and know how this feels and affects me and the other person.

Enrichment texts:



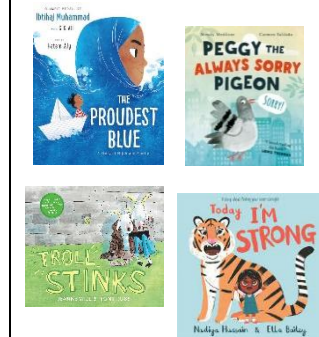
*To tell you a time when my first impression of someone changed as I got to know them.
*To explain why it is good to accept people for who they are.
*To use a variety of examples to show how first impressions can be misleading.
*To consider how I form my opinions of people and explain why it is good to accept people for who they are.

Enrichment texts:



*To explain the differences between direct and indirect types of bullying.
*To identify some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.
*To recognise a range of bullying behaviours and understand the impact these may have.
*To recognise some of the reasons and feelings that motivate some children to bully and suggest why some children are the victims of bullying.

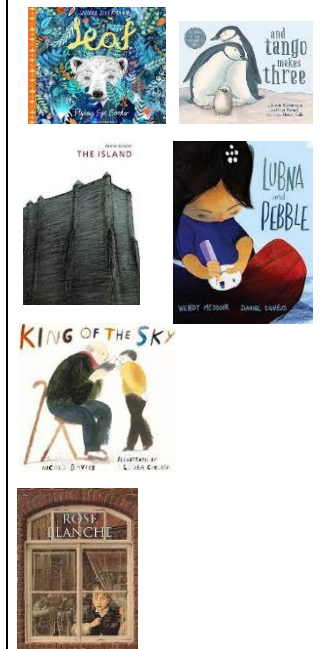
Enrichment texts:



*To explain ways in which difference can be a source of conflict or a cause for celebration and show empathy with people in either situation.

***To talk about one thing that makes me different from my friends and express how I feel about this.**

Enrichment texts:



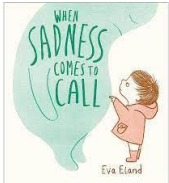
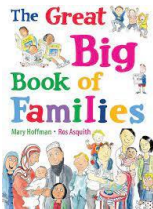
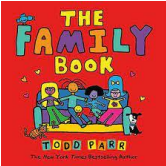

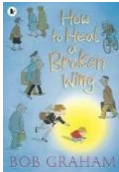
Personal, Social, Health and Economic Education (PSHE) Progression

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| Dreams and Goals | <p>To express how I felt when I succeeded in a new challenge</p> <p>To talk about a time when I kept trying even when it was difficult.</p> | <p>To express how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>To know how to store the feelings of success in my internal treasure chest.</p> <p>To tell you about what helped me to succeed in a new challenge and describe how I felt about my success.</p> <p>To choose how to appropriately celebrate my success and know how to store it in my internal treasure chest.</p> | <p>To explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>To express how it felt to be working as part of a group.</p> <p>To explain how my own and other people's contributions helped the group to create the end product.</p> <p>To explain what felt good and what felt difficult about working in our group</p> | <p>To evaluate my own learning process and identify how it can be better next time.</p> <p>To be confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p>To recognise and express my strengths in tackling a learning challenge and I can plan steps to help me do better next time.</p> <p>To be confident to share with others both my success and the difficulties I faced, and I know how to store my feelings of success in my internal treasure chest.</p> | <p>To make a new plan and set new goals even if I have been disappointed.</p> <p>To know what it means to be resilient and to have a positive attitude.</p> <p>To deal with disappointment by analysing what went wrong and I can use the lessons from a bad experience to help me plan new goals.</p> <p>To explain how resilience and a positive attitude contribute to a greater chance of success.</p> | <p>To describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</p> <p>To describe the dreams and goals of a young person in a culture different from mine and account for the similarities and differences with my own dreams and goals.</p> <p>To evaluate the ways in which our opportunities and life chances are different.</p> | <p>To describe some ways in which I can work with other people to help make the world a better place.</p> <p>To identify why I am motivated to do this.</p> <p>To describe a range of ways in which I can work with other people to make the world a better place, and explain and justify my group's chosen course of action.</p> <p>To show how our choice is based on an awareness of the experience and the needs of the people affected.</p> |
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Personal, Social, Health and Economic Education (PSHE) Progression

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| Healthy Me | To understand the importance of exercise, rest and hygiene in keeping my body healthy. | To explain why I think my body is amazing and can identify some ways to keep it safe and healthy. | To make some healthy snacks and explain why they are good for my body. | To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. | To recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure. | To describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. | To evaluate when alcohol is being used responsibly, antisocially or being misused. |
| | To recognise healthy and non- healthy foods. | To recognise how being healthy helps me to feel happy. | To express how it feels to share healthy food with my friends. | To express how being anxious or scared feels. | To explain, with a variety of examples, situations where I may experience peer pressure and I can suggest a number of strategies for dealing with this. | To respect and value my body. | To tell you how I feel about using alcohol when I am older and my reasons for this. |
| | To know what a stranger is and how to keep safe if a stranger approaches me. | To describe many ways that my body is amazing and I can talk about ways to keep it safe and healthy, and some things that might harm it if I am not careful. | To identify and prepare snacks that are healthy, and explain my choice by saying why they are good for my body. | To judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe, including knowing how to seek help and from whom. | To identify feelings of anxiety and fear associated with peer pressure and I know how to manage these feelings when making healthy choices. | To describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop. | To give an account of the different ways in which people in our society use alcohol as part of their lifestyle and distinguish between responsible use, anti-social use and misuse. |
| | | To know that healthy choices make me feel good about myself and I can tell you how being healthy helps me to feel happy. | To compare my own and my friends' choices and can express how it feels to make and share healthy food together. | To express and respond appropriately to feelings of anxiety or fear. | | To respect and value my body and I understand the part this plays in maintaining my self-confidence. | To reflect on my own feelings about alcohol use and consider what my attitude may be when I am older. |

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| <p>Relationships</p> | <p>To demonstrate kindness and use kind words when speaking to others.</p> <p>To begin to manage my feelings when I'm feeling upset or hurt.</p> <p>Enrichment texts:</p>   | <p>To tell you why I appreciate someone who is special to me and express how I feel about them.</p> <p>To show confidence to talk about someone who is special to me and I can tell you why I appreciate them and why I think we get on well together.</p> <p>To tell you how I feel about my relationship with this person.</p> <p>Enrichment texts:</p>  | <p>To identify some of the things that cause conflict between me and my friends.</p> <p>To demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p> <p>To identify a range of things that cause conflict between me and my friends and explain why these conflicts arise.</p> <p>To demonstrate how to use the positive problem solving technique to resolve these conflicts and consider how effective it might be.</p> | <p>To explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.</p> <p>To explain how some of the actions and work of people around the world help and influence my life, and how the things we buy and use affect their livelihood.</p> <p>To express a sense of the responsibility we have for each other because of these connections.</p> | <p>To explain different points of view on an animal rights issue and express my own opinion and feelings on this.</p> <p>To explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this.</p> <p>Enrichment texts:</p>   | <p>To explain how to stay safe when using technology to communicate with my friends.</p> <p>To recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p>To compare and contrast safe and unsafe uses of technology to communicate with friends and describe strategies that will keep me safe.</p> <p>To explain the pressures that might make me or others use technology in risky or harmful ways and consider how best to resist those pressures.</p> | <p>To recognise when people are trying to gain power or control.</p> <p>To demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>To analyse and explain some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways.</p> <p>To consider ways of standing up for myself and my friends in such situations, and judge between those likely to be effective and those that may aggravate the problem.</p> |
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| Changing Me | <p>To identify and name the parts of the body.</p> <p>To understand that we all grow from babies to adults.</p> <p>To talk about my feelings towards change.</p> | <p>To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, and vagina.</p> <p>To respect my body and understand which parts are private.</p> <p>To talk about the similarities and the differences between boys' and girls' bodies and can use the correct terms to describe the differences: penis, testicles, and vagina.</p> <p>To respect my body and I understand how to keep certain parts private, and I can tell you when I should and should not talk about these.</p> | <p>To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p> <p>To tell you what I like/don't like about being a boy/girl.</p> <p>To talk about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>To explain how I feel about being a boy/girl and talk about what I like and dislike about it.</p> | <p>To identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>To recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>To describe fully the changes that take place inside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>To express how I feel about these changes happening to me and can weigh up the positives and the negatives, and I understand how to manage these feelings.</p> | <p>To identify what I am looking forward to when I am in Year 5.</p> <p>To reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p> <p>To explain the changes I am looking forward to when I am in Year 5, and I can identify which changes are within my control.</p> <p>To consider and prioritise the changes I would like to make in Year 5 and can plan the approaches I will use to tackle these changes.</p> | <p>To describe how boys' and girls' bodies change during puberty.</p> <p>To express how I feel about the changes that will happen to me during puberty.</p> <p>To give a detailed account of the changes that occur in girls' and boys' bodies during puberty, and I understand the emotional changes that may take place at the same time.</p> <p>To consider how these changes will affect me and prepare myself for the feelings I may experience.</p> | <p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>To recognise how I feel when I reflect on the development and birth of a baby.</p> <p>To explain the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>To reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p> |
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