



PROGRESSION OF KNOWLEDGE AND SKILLS – PSHE

EYFS PROVISION		
Personal, Social, Emotional Development	NURSERY	RECEPTION
	<p>Come into school happily</p> <ul style="list-style-type: none"> • Knows daily routine • Will have a go with all activities • Develops good bonds with key adults in school • Enjoys being part of the wider aspect of school – assemblies, parties • Hang belongings in cloakroom and find their own items • Tidies away toys and clears away things that have been used • Help an adult when asked • Say please and thank you • Ask to go to the toilet • Wait for their turn to talk • Hold hands with an adult around school • Take turns when playing • Share toys • Can express feelings • Can agree or disagree with an adult using words and gestures • Enjoys imaginative play • Can play a game led by an adult 	<ul style="list-style-type: none"> • Comes into school happily • Awareness of adults within school • Aware of daily routines • Can organise themselves in the environment – class, cloakroom, lunchtime • Will have a go at activities • Shows preferences with activities and can say why • Will tidy away items safely • Will offer to help others • Say please and thank you and respond to others in conversations • Ask to go to the toilet when needed but is able to identify times to use the toilet during the day • Will wait their turn and put hands up to talk • Walk around schools in single file lines • Play co-operatively and look after toys • Can express feelings • Find resolutions without conflict • Is involved in more complex imaginative play with changing roles • Organising and cooperating with other children • Shows awareness of others • Can play a game in a small group of peers
Vocabulary	<p>Year One Accident • Allergy • Banks and building societies • Behaviour • Care • Cash • Democracy • Different • Drug • Earn • Emergency • Emotions • Fair • Family • Feelings • Friend • Friendly • Germs • Hazards • Ill (poorly) • Medicine • Pet • Physical contact • Polite • Problem • Qualities • Relax • Respect • Responsibility • Role • Rule • Save • Similar • Skill • Spend • Stereotype • Trust • Unique • Value • Vote</p> <p>Year Two Coins • Diet • Exercise • Election • Environment • Friendship • Goal • Growth mindset • Healthy • Identity • Job • Love • Manners • Need • Notes • Priority • Opinion • Relaxation • Rule • Physical Activity School council • Skill • Strengths • Volunteer • Vote • Want</p> <p>Year Three Alone • Balance • Barriers • Belonging • Budget • Bullying • Charity • Communication • Community • Council • Councillor • Empathy • Expense • Feeling • Human rights • Identity • Law • Lonely • Open question • Qualification • Recycling • Resilience • Similar • Solve • Stereotype • Stretch • Sympathy • Trust • United Nations/ UN</p> <p>Year Four Act of kindness • Age restriction • Asthma • Authority • Bank balance • Bank statement • Bereavement • Boundaries • Breasts • Bystander • Cabinet • Career • Council officer • Debit card • Diversity • Fluoride • Genitals • Law • Local government • Mental health • Negative emotions • Permission • Positive emotions • Protect • Puberty • Public • Reuse • Tobacco • Visualise</p> <p>Year Five Attraction • Attributes • Bladder • Cervix • Clitoris • Cyberbullying • Decision • Defendant • Discrimination • Egg/ova • Ejaculation • Erection • Expenditure • Fail • Fallopian tube • Freedom of expression • Friend • Government • House of Commons • Income • Influence • Interest • Judge • Jury • Labia Marriage • Member of Parliament (MP) • Menstruation/period • Nipples • Ovary/ovaries • Parliament • Pressure group • Prime Minister • Protect • Pubic hair • Repayment • Responsibility • Scrotum • Secret • Sperm duct • Steps • Trial • Urethra • Uterus • Vaginal opening • Wedding • Wet dreams • Womb</p> <p>Year Six Alcohol • Authority • Concern • Conflict • Discrimination • Earn • Expectation • Gambling • Grief • Grieving • Habit • Internet trolling • Ministers • PIN • Pregnant • Prejudice • Protected characteristics • Resolve • Vaccination</p> <p>Sex education • Conception • Fertilisation • Pregnant • Sexual intercourse • Sperm</p>	

PROGRESSION OF KNOWLEDGE AND SKILLS – PSHE

Knowledge and Skills	Y1	Y2	Y3	Y4	Y5	Y6
Family and Relationships	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal. To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p style="color: #0070c0;">Exploring how families are different to each other.</p> <p style="color: #0070c0;">Exploring how friendship problems can be overcome.</p> <p style="color: #0070c0;">Exploring friendly behaviours.</p> <p style="color: #0070c0;">Recognising how other people show their feelings.</p> <p style="color: #0070c0;">Identifying ways we can care for others when they are sad.</p> <p style="color: #0070c0;">Exploring the ability to successfully work with different people.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p> <p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p> <p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p> <p>To know that there are ways we can remember people or events.</p> <p style="color: #0070c0;">Understanding ways to show respect for different families.</p> <p style="color: #0070c0;">Understanding that families offer love, care and support.</p> <p style="color: #0070c0;">Understanding difficulties in friendships and discussing action that can be taken.</p> <p style="color: #0070c0;">Learning how other people show their feelings and how to respond to them.</p> <p style="color: #0070c0;">Exploring the conventions of manners in different situations.</p> <p style="color: #0070c0;">Exploring how loss and change can affect us.</p>	<p>To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p> <p style="color: #0070c0;">Learning that problems can occur in families and that there is help available if needed.</p> <p style="color: #0070c0;">Exploring ways to resolve friendship problems.</p> <p style="color: #0070c0;">Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p style="color: #0070c0;">Identifying who I can trust.</p> <p style="color: #0070c0;">Learning about the effects of non verbal communication.</p> <p style="color: #0070c0;">Exploring the negative impact of stereotyping.</p>	<p>To know that families are varied in the UK and across the world.</p> <p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p> <p style="color: #0070c0;">Using respectful language to discuss different families.</p> <p style="color: #0070c0;">Exploring physical and emotional boundaries in friendships.</p> <p style="color: #0070c0;">Exploring how my actions and behaviour can affect other people.</p> <p style="color: #0070c0;">Discussing how to help someone who has experienced a bereavement.</p>	<p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p> <p>To know what attributes and skills make a good friend.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To understand that positive attributes are the good qualities that someone has.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p> <p style="color: #0070c0;">Identifying ways families might make children feel unhappy or unsafe.</p> <p style="color: #0070c0;">Exploring the impact that bullying might have.</p> <p style="color: #0070c0;">Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p style="color: #0070c0;">Exploring and questioning the assumptions we make about people based on how they look.</p> <p style="color: #0070c0;">Exploring our positive attributes and being proud of these (self-respect).</p>	<p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies.</p> <p style="color: #0070c0;">Identifying ways to resolve conflict through negotiation and compromise.</p> <p style="color: #0070c0;">Discussing how and why respect is an important part of relationships.</p> <p style="color: #0070c0;">Identifying ways to challenge stereotypes.</p> <p style="color: #0070c0;">Exploring the process of grief and understanding that it is different for different people.</p>
Health and Wellbeing	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p> <p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know that strengths are things we are good at.</p>	<p>To know that food and drinks with lots of sugar are bad for our teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>To understand ways to prevent tooth decay.</p> <p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p>	<p>To know key facts about dental health.</p> <p>To know that visualisation means creating an image in our heads.</p> <p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p>	<p>To understand the risks of sun exposure.</p> <p>To know that relaxation stretches can help us to relax and de-stress.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p>	<p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p> <p>To understand that a number of factors contribute to my mental</p>

PROGRESSION OF KNOWLEDGE AND SKILLS – PSHE

	<p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p> <p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self respect.</p>	<p>To understand what a problem or barrier is and that these can be overcome.</p> <p>Discussing why it is important to look after my teeth.</p> <p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p> <p>Developing independence in looking after my teeth.</p> <p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>Developing independence for protecting myself in the sun.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my own feelings.</p>	<p>health (Diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p> <p>Considering ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p>
<p>Safety and Changing Body</p>	<p>To know the PANTS rule.</p> <p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p> <p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p> <p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p> <p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body including private parts.</p> <p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know the PANTS rule.</p> <p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p> <p>To understand that other people can influence our choices.</p> <p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p> <p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know the PANTS rule.</p> <p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p> <p>To understand the risks associated with smoking tobacco.</p> <p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p> <p>To know that asthma is a condition which causes the airways to narrow.</p> <p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>Discussing some physical and emotional changes during puberty.</p> <p>Learning how to help someone who is having an asthma attack.</p>	<p>To know the PANTS rule.</p> <p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Bespoke drug education including vaping and specific drugs.</p> <p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p> <p>To know how to assess a casualty's condition.</p> <p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p>	<p>To know the PANTS rule.</p> <p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p> <p>To understand the risks associated with drinking alcohol.</p> <p>Bespoke drug education including vaping and specific drugs.</p> <p>To understand how a baby is conceived and develops.</p> <p>To know how to conduct a primary survey (using DRSABC).</p> <p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Learning how to help someone who is choking.</p>

PROGRESSION OF KNOWLEDGE AND SKILLS – PSHE

			<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>		<p>Learning about the emotional changes during puberty.</p> <p>Identifying reliable sources of help with puberty.</p> <p>Learning about how to help someone who is bleeding.</p>	<p>Placing an unresponsive patient into the recovery position.</p>
Citizenship	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different.</p> <p>Recognising why rules are necessary.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p> <p>Explaining why rules are in place.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p> <p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p> <p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p> <p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p> <p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>
Economic Wellbeing	<p>To know that coins and notes have different values.</p> <p>To know some of the ways children may receive money.</p> <p>To know that it is wrong to steal money.</p> <p>To know that banks are places where we can store our money.</p> <p>To know some jobs in school.</p> <p>To know that different jobs need different skills.</p> <p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p>	<p>To know some of the ways in which adults get money.</p> <p>To know the difference between a 'want' and 'need'.</p> <p>To know some of the features to look at when selecting a bank account.</p> <p>Identifying whether something is a want or need.</p> <p>Recognising that people make choices about how to spend money.</p> <p>Exploring the reasons why people choose certain jobs.</p>	<p>To understand that there are different ways to pay for things.</p> <p>To know that budgeting money is important.</p> <p>To understand that there are a range of jobs available.</p> <p>To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p> <p>Discussing the range of feelings which money can cause.</p> <p>Discussing the different attitudes people have to money.</p> <p>Exploring the impact our spending can have on other people.</p>	<p>To know that money can be lost in a variety of ways</p> <p>To understand the importance of tracking money.</p> <p>To know that many people will have more than one job or career in their lifetimes.</p> <p>Exploring ways to overcome stereotypes in the workplace.</p> <p>Exploring the factors which affect whether something is value for money.</p> <p>Discuss some impacts of losing money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p>To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>To know that it is important to prioritise spending.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>To know some ways that people lose money.</p> <p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing how income can change and the feelings associated with this.</p>	<p>To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>To understand that different jobs have different routes into them.</p> <p>To understand that people change jobs for a number of reasons.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p> <p>Recognising differences in how people deal with money and the role of emotions in this.</p>

PROGRESSION OF KNOWLEDGE AND SKILLS – PSHE

	Developing an understanding of how banks work.		Considering the advantages and disadvantages of different payment methods.			Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.
Transition Unit	To understand that changes can be both positive and negative. Recognising our own strengths.	To understand that change is part of life. Identifying people who can help us when we are worried about changes.	To understand that change often brings about more opportunities and responsibilities. Learning strategies to deal with change.	To know that setting goals can help us to achieve what we want. Recognising our own achievements. Being able to set goals.	To understand the skills needed for roles in school. Recognising own skills and how these can be developed.	To know that a big change can bring opportunities but also worries. Exploring a greater range of strategies to deal with feelings associated with change.
National Charity	Shelter	Guide Dogs for the Blind	Water Aid	Unicef	Save the Children	World Wildlife Fund WWF
FIRST AID		Children to have training sessions on Child First Aid – Mini Medics		Children to have training sessions on Child First Aid – Mini Medics		Children to have training sessions on Child First Aid - Mini Medics
Pupil voice		Two Democratically elected school councillors who represent their class. To meet regularly with DHT to discuss whole school issues.	Two Democratically elected school councillors who represent their class. To meet regularly with DHT to discuss whole school issues.	Two Democratically elected school councillors who represent their class. To meet regularly with DHT to discuss whole school issues.	Two Democratically elected school councillors who represent their class. To meet regularly with DHT to discuss whole school issues. Year 5 Buddies – to meet regularly with GA to discuss issues and areas for action on playground. Eco Councillors	Two Democratically elected school councillors who represent their class. To meet regularly with DHT to discuss whole school issues. Year 6 Buddies – to meet regularly with GA to discuss issues and area for action on playground. Eco Councillors
PSHE Events	Autumn Term Anti-bullying Week Children in Need		Spring Term Mini Medics Road Safety		Summer Term Pride Month Careers Week	

PROGRESSION OF KNOWLEDGE AND SKILLS – PSHE

<p>British Values</p> <p>Daily Prayers</p>	<p>Whole school assemblies to highlight British Values.</p> <p>School council to demonstrate British Values in their operation.</p> <p>CT to highlight British Values during lessons across the curriculum, especially within RE lessons.</p> <p>Children to learn the whole school prayer which focuses on British Values and recite at the end of the school day. Followed by CT saying</p> <p>Good afternoon, Year _1__</p> <p>Good afternoon everyone.</p> <p>Dear Lord, Help us to treat everybody equally and to know right from wrong.</p> <p>Help us to understand the consequences of our actions and to understand the importance of listening to and respecting the opinions and values of others.</p> <p>Amen.</p> <p>Before lunchtime class to say the following prayer,</p> <p>For what we are about the receive my the Lord make us truly thankful. Amen.</p>	<p>Whole school assemblies to highlight British Values.</p> <p>School council to demonstrate British Values in their operation.</p> <p>CT to highlight British Values during lessons across the curriculum, especially within RE lessons.</p> <p>Children to learn the whole school prayer which focuses on British Values and recite at the end of the school day. Followed by CT saying</p> <p>Good afternoon, Year _2__</p> <p>Good afternoon everyone.</p> <p>Dear Lord, Help us to treat everybody equally and to know right from wrong.</p> <p>Help us to understand the consequences of our actions and to understand the importance of listening to and respecting the opinions and values of others.</p> <p>Amen.</p> <p>Before lunchtime class to say the following prayer,</p> <p>For what we are about the receive my the Lord make us truly thankful. Amen.</p>	<p>Whole school assemblies to highlight British Values.</p> <p>School council to demonstrate British Values in their operation.</p> <p>CT to highlight British Values during lessons across the curriculum, especially within RE lessons.</p> <p>Children to learn the whole school prayer which focuses on British Values and recite at the end of the school day. Followed by CT saying</p> <p>Good afternoon, Year _3__</p> <p>Good afternoon everyone.</p> <p>Dear Lord, Help us to treat everybody equally and to know right from wrong.</p> <p>Help us to understand the consequences of our actions and to understand the importance of listening to and respecting the opinions and values of others.</p> <p>Show us how to respect the roles of people who may help us.</p> <p>And give us the ability to be tolerant and respectful of those with different cultures and beliefs to our own.</p> <p>Thank you Lord for your guidance,</p> <p>Amen.</p> <p>Before lunchtime class to say the following prayer,</p> <p>For what we are about the receive my the Lord make us truly thankful. Amen.</p>	<p>Whole school assemblies to highlight British Values.</p> <p>School council to demonstrate British Values in their operation.</p> <p>CT to highlight British Values during lessons across the curriculum, especially within RE lessons.</p> <p>Children to learn the whole school prayer which focuses on British Values and recite at the end of the school day. Followed by CT saying</p> <p>Good afternoon, Year _4__</p> <p>Good afternoon everyone.</p> <p>Dear Lord, Help us to treat everybody equally and to know right from wrong.</p> <p>Help us to understand the consequences of our actions and to understand the importance of listening to and respecting the opinions and values of others.</p> <p>Show us how to respect the roles of people who may help us.</p> <p>And give us the ability to be tolerant and respectful of those with different cultures and beliefs to our own.</p> <p>Thank you Lord for your guidance,</p> <p>Amen.</p> <p>Before lunchtime class to say the following prayer,</p> <p>For what we are about the receive my the Lord make us truly thankful. Amen.</p>	<p>Whole school assemblies to highlight British Values.</p> <p>School council to demonstrate British Values in their operation.</p> <p>CT to highlight British Values during lessons across the curriculum, especially within RE lessons.</p> <p>Children to learn the whole school prayer which focuses on British Values and recite at the end of the school day. Followed by CT saying</p> <p>Good afternoon, Year 5__</p> <p>Good afternoon everyone.</p> <p>Dear Lord, Help us to treat everybody equally and to know right from wrong.</p> <p>Help us to understand the consequences of our actions and to understand the importance of listening to and respecting the opinions and values of others.</p> <p>Show us how to respect the roles of people who may help us.</p> <p>And give us the ability to be tolerant and respectful of those with different cultures and beliefs to our own.</p> <p>Thank you Lord for your guidance,</p> <p>Amen.</p> <p>Before lunchtime class to say the following prayer,</p> <p>For what we are about the receive my the Lord make us truly thankful. Amen.</p>	<p>Whole school assemblies to highlight British Values.</p> <p>School council to demonstrate British Values in their operation.</p> <p>CT to highlight British Values during lessons across the curriculum, especially within RE lessons.</p> <p>Children to learn the whole school prayer which focuses on British Values and recite at the end of the school day. Followed by CT saying</p> <p>Good afternoon, Year _6__</p> <p>Good afternoon everyone.</p> <p>Dear Lord, Help us to treat everybody equally and to know right from wrong.</p> <p>Help us to understand the consequences of our actions and to understand the importance of listening to and respecting the opinions and values of others.</p> <p>Show us how to respect the roles of people who may help us.</p> <p>And give us the ability to be tolerant and respectful of those with different cultures and beliefs to our own.</p> <p>Thank you Lord for your guidance,</p> <p>Amen.</p> <p>Before lunchtime class to say the following prayer,</p> <p>For what we are about the receive my the Lord make us truly thankful. Amen.</p>
--	---	---	--	--	---	--

PROGRESSION OF KNOWLEDGE AND SKILLS – PSHE

Aspirations			<p style="text-align: center;">YES PROGRAMME</p> <p>A selection of films and resources that connect KS2 learning to life. Short films where contributors explain what they do in their career, where they work and how they use the curriculum taught in school in their everyday lives.</p>	<p style="text-align: center;">YES PROGRAMME</p> <p>A selection of films and resources that connect KS2 learning to life. Short films where contributors explain what they do in their career, where they work and how they use the curriculum taught in school in their everyday lives.</p>	<p style="text-align: center;">YES PROGRAMME</p> <p>A selection of films and resources that connect KS2 learning to life. Short films where contributors explain what they do in their career, where they work and how they use the curriculum taught in school in their everyday lives.</p> <p>Links with local businesses – guest speakers.</p>	<p style="text-align: center;">YES PROGRAMME</p> <p>A selection of films and resources that connect KS2 learning to life. Short films where contributors explain what they do in their career, where they work and how they use the curriculum taught in school in their everyday lives.</p> <p>Year Six Fiver Challenge Enterprise Event.</p> <p>Careers week where past pupils come into school to speak to current pupils.</p>
Emotional and Mental Health and Wellbeing	<p>Weekly whole school singing practise Annual whole school concert</p> <p>Emotional Wellbeing Team programme – Fun Friends and Friends Programme.</p> <p style="color: red;">Year Group Focus:</p> <p style="color: red;">To identify a range of emotions e.g. happiness, sadness, anger, fear, surprise, nervousness</p>	<p>Weekly whole school singing practise Annual whole school concert</p> <p>Team Up Kids – programme run in conjunction with SSP which links understanding brain chemicals and physical activity to understanding and controlling our emotions.</p> <p style="color: red;">Year Group Focus:</p> <p style="color: red;">There is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p>	<p>Weekly whole school singing practise Annual whole school concert</p> <p>Emotional Wellbeing Team programme – Fun Friends and Friends Programme.</p> <p style="color: red;">Year Group Focus:</p> <p style="color: red;">To discuss the strength of emotions experienced and consider if it is proportionate e.g. under and over reactions to situations.</p>	<p>Weekly whole school singing practise Annual whole school concert</p> <p>Team Up Kids – programme run in conjunction with SSP which links understanding brain chemicals and physical activity to understanding and controlling our emotions.</p> <p style="color: red;">Year Group Focus:</p> <p style="color: red;">Mental wellbeing is a normal as physical well-being. Disuses benefits of physical exercise, talking to friends and families, hobbies, self-care techniques.</p>	<p>Weekly whole school singing practise Annual whole school concert</p> <p>Emotional Wellbeing Team programme – Fun Friends and Friends Programme.</p> <p style="color: red;">Year Group Focus:</p> <p style="color: red;">Look at specific issues such as isolation, loneliness, bullying.</p>	<p>Weekly whole school singing practise Annual whole school concert</p> <p>Team Up Kids – programme run in conjunction with SSP which links understanding brain chemicals and physical activity to understanding and controlling our emotions.</p> <p style="color: red;">Year Group Focus:</p> <p style="color: red;">Know when and how to seek support including recognising triggers, whom they can speak to for support both inside and outside of school including for issues arising online.</p>