

St Giles' C of E Primary School PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) Progression

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Relationships</p> <p><i>Families and people who care for me</i></p> <p><i>Caring friendships</i></p> <p><i>Respectful relationships</i></p> <p><i>Online relationships</i></p> <p><i>Being safe</i></p>	<ul style="list-style-type: none"> * develop a positive sense of self and others, having confidence in own abilities * form positive relationship and develop respect for others (respect) * develop social skills and learn how to manage feelings * understand that their actions can hurt other people * understand appropriate behaviour in groups * use the terms kind hands, kind feet, kind words (self-control and gentleness) * begin to understand the importance of sharing and turn taking (respect and patience) 	<ul style="list-style-type: none"> * talk about feelings and be able to recognise the feelings of others (respect) * understand about nice surprises and secrets * understand that their actions can hurt other people mentally and physically * express how they feel and who to talk to about negative feelings (respect) * develop sharing and listening skills (patience) * identify people who are special to them and why (joy and love) * learn about respectful speech including manners and apologies (respect) 	<ul style="list-style-type: none"> * understand fair/unfair, the difference between kind and unkind behaviour and the difference between right and wrong (self-control) * demonstrate a knowledge of discipline of self-control * understand that their personal views and opinions matter (responsibility) * resolve simple arguments through talking, knowing when to ask for help from an adult (resilience) * be helpful and supportive to those around them (love, gentleness and kindness) * understand that we are all different and equal (respect and humility) * show an awareness of personal space/boundaries and contact (self-control) * discuss respectful manners and extend their vocabulary to explain why they need to use it 	<ul style="list-style-type: none"> * see and respond correctly to a wide range of emotions in other people (compassion) * have the skills to form and keep positive, healthy relationships (hope, joy, love) * recognise signs of an unhealthy relationship and who to trust to talk to (resilience) * partake in sharing and co-operative activities, demonstrating good use of positive vocabulary and respect for other participants * understand that there are different kinds of relationships including acquaintances, friends, family and relatives (kindness) * discuss ways in which relationships can change over time, including those that come to an end (forgiveness) 	<ul style="list-style-type: none"> * understand the words confidential and secret and the difference between them (respect) * be aware that their actions will affect both themselves and others (positive and negative) (self-control) * understand that there are different types of physical contact – positive and negative including aggression (self-control) * be aware of the word marriage and that it is a public demonstration of commitment. Marriage is freely entered into by both partners who have chosen to do so A forced marriage is a crime (hope) * learn about saying sorry and regaining trust including why it is important to apologise and what you are apologising for eg not necessarily the action, but for the way others may be feeling, as well as giving time for others to trust again (Compassion) 	<ul style="list-style-type: none"> * have the ability to communicate with a wide range of people and question (without challenge) the opinions and points of view of others (respect) * achieve goals as part of a team (patience) * have a knowledge of negotiation and compromise, to have self-control and confidence to manage 'fall outs' whilst giving feedback with kindness * recognise and be able to discuss the importance of relationships from civil partnerships, marriage, parenthood and family life * know that you don't have to be married to be in a relationship (love) * demonstrate self-control of their emotions, particularly anger, and be able to express their apologies 	<ul style="list-style-type: none"> * understand the nature of diversity and explore the equality act 2010. They will understand protected characteristics (humility) * recognise the nature of discrimination eg teasing, bullying, physical aggression and to be able to recognise and challenge stereotype * have a knowledge of inappropriate and unacceptable language and actions and consequences from these actions (responsibility) * know how to respond and report abuse (resilience and responsibility) * manage their personal safety eg curfews and behaviours with reference to peer pressure and dares, as well as online safety (self-control) * be respectful to everyone in their speech and actions and be able to rectify a poor choice as well as independently problem solve
<p>Health and Well-being</p> <p><i>Mental wellbeing</i></p> <p><i>Internet safety and Harms</i></p> <p><i>Physical health and fitness</i></p> <p><i>Healthy Eating</i></p> <p><i>Drugs, alcohol and tobacco</i></p>	<ul style="list-style-type: none"> * know that a healthy lifestyle involves being active and having a healthy diet (responsibility) * know about likes and dislikes) * recognise choices can be good and bad (self-control and responsibility) * understand the importance of hand washing and hygiene (responsibility) 	<ul style="list-style-type: none"> * know what makes a healthy lifestyle; physical activity, rest, diet, dental health, keeping clean and the importance of hand washing (responsibility) * know about likes and dislikes and make informed decisions about looking after their bodies and minds * recognise that choices can be good and bad (self-control and responsibility) 	<ul style="list-style-type: none"> * understand the aging process and how the needs of people change as they get older (respect) * understand that growing up brings new responsibilities but also new opportunities, increasing their independence * understand the main body parts including external genitalia and the differences between genders, using 	<ul style="list-style-type: none"> * understand the positive and negative impacts on their physical, mental and emotional health including the media (self-control) * know how to have a balanced lifestyle and can make informed choices (including sun protection) * know the benefits of a balanced diet, to make their own choices about food and what influences their choices * understand that the media does not reflect the 	<ul style="list-style-type: none"> * understand conflicting emotions and when they might need to listen to their emotions (patience) * understand that change happens in our lives including transitions, loss, separation, divorce and bereavement (love and resilience) * differentiate between the words risk, danger and hazard * recognise, predict and assess risk in different situations. They 	<ul style="list-style-type: none"> * understand resilience to peer pressure, including the media/online, to behave in unacceptable, unhealthy or risky ways * have the basic skills to resist peer pressure when something is dangerous and unhealthy and know when something makes them uncomfortable, who to ask for help (self-control and responsibility) * be fully aware of health and safety in school, basic emergency 1st aid 	<ul style="list-style-type: none"> * understand the changes associated with puberty * understand the emotions connected to human reproduction (responsibility) * understand that they have the right to protect their own body and their own body autonomy. They understand actions such as FGM crimes associated with abuse * know how to get support if they have fears for themselves or others

<p><i>Health and prevention</i></p> <p><i>Basic first aid</i></p> <p><i>Changing adolescent body</i></p>		<ul style="list-style-type: none"> * celebrate their strengths and set simple but challenging goals (<i>joy</i>) * have a wide vocabulary to describe their feelings to others and know simple steps to manage their feelings (<i>patience and resilience</i>) * understand transition and loss eg moving house, losing toys, pets and friends etc (<i>kindness and gentleness</i>) * understand the importance of keeping clean * know that they have a responsibility for their own health and spreading infection and disease * will feel supported in transition to year 2 (<i>hope, resilience and joy</i>) 	<p>correct terminology for these words</p> <ul style="list-style-type: none"> * learn the dangers of household products including medication – that these can be harmful if not used correctly (<i>resilience</i>) * understand about keeping safe both physically and emotionally in their environments to include road, river, rail, fire, cycle, ICT (<i>responsibility</i>) * know the difference between a secret and a surprise and understand that an uncomfortable secret should be shared with a trusted adult (<i>hope and responsibility</i>) * recognise who is important and who will look after them, how to attract the attention of trusted adults, their part in helping these people to look after them (<i>love and respect</i>) * know that they have a responsibility in keeping themselves and others safe including when to say yes, no, I'll ask, and I'll tell * will feel supported in transition to year 3 (<i>hope, resilience and joy</i>) 	<p>reality of people's lives – this can affect how people think about themselves (<i>responsibility</i>)</p> <ul style="list-style-type: none"> * set goals and high aspirations, to identify their strengths and areas of improvement and to celebrate their achievements (<i>patience and joy</i>) * have a deeper understanding of good and bad feelings and explain this range and intensity to others * will feel supported in transition to year 4 (<i>hope, resilience and joy</i>) 	<p>understand the particular risk in their local environment (River Severn)</p> <ul style="list-style-type: none"> * use the knowledge to build personal resilience (<i>responsibility</i>) * understand that with age and increasing independence comes increased responsibility * understand the basic principles of infection control * will feel supported in transition to year 5 (<i>hope, resilience and joy</i>) 	<p>procedures and what to do in an emergency including what is classed as an emergency (<i>respect</i>)</p> <ul style="list-style-type: none"> * know what a 'habit' is and what makes them hard to change * have a knowledge about drugs and medication, including alcohol and tobacco and commonly available substances and drugs, that some drugs are illegal, and the laws associated with this (<i>self-control</i>) * will feel supported in transition to year 6 (<i>hope, resilience and joy</i>) 	<ul style="list-style-type: none"> * have strategies for keeping physically and emotionally safe including road safety, bikeability, rail, water and fire safety and online including social media (<i>resilience</i>) * understand how to keep themselves safe when out alone and when approached by strangers (<i>responsibility</i>) * know the importance of protecting their personal information including passwords and addresses and sharing images of themselves and others (<i>responsibility</i>) * understand their responsibility for staying healthy and safe and abiding by family rules (<i>respect</i>) * will feel supported in transition to secondary school (<i>hope, resilience and joy</i>)
<p><i>The Wider World</i></p>	<ul style="list-style-type: none"> * take part in the life of the classroom (<i>democracy</i>) * follow group and class rules (<i>Rule of law</i>) * respect school property and that of their peers (<i>mutual respect</i>) * understand the purpose of money * understand we are all unique (<i>mutual respect</i>) 	<ul style="list-style-type: none"> * take part in the life of the classroom (<i>democracy</i>) * create and agree to follow group and class rules and have an understanding of why the rules are in place (<i>Rule of law</i>) * understand all other living things have needs and it is their responsibility to meet these needs (<i>mutual respect</i>) * take turns and to share (<i>mutual respect</i>) * respect school property and that of their peers and return items that have been borrowed 	<ul style="list-style-type: none"> * understand the commitment involved in being part of a family, the family of school and various other groups and communities that they belong to (<i>mutual respect and tolerance</i>) * have a caring attitude towards their local, natural and built environments. They have an understanding of what enhances or is detrimental to these environments * have the knowledge of who works to protect our 	<ul style="list-style-type: none"> * carry out their own research on current news and media issues, concerning health and well-being * understand why rules and laws that protect them are made and enforced (<i>Rule of law</i>) * understand that all people across the world have human rights Children have their own special rights set out in the United Nations Declaration of the Rights of the Child (<i>all 5 values</i>) 	<ul style="list-style-type: none"> * research, discuss and debate current affairs, problems and events concerning health and well-being. They know how to express their ideas to appropriate people (<i>democracy and individual liberty</i>) * understand that different rules are needed in different situations and how to take part in making and changing rules (<i>Rule of law</i>) * understand that universal rights are there to protect everyone and take 	<ul style="list-style-type: none"> * understand the repercussions of behaviours such as bullying, anti-social and discriminatory actions towards individuals and communities (<i>Rule of law and tolerance</i>) * understand that with their growing responsibility they have rights and duties towards home, school, their community and the environment (<i>mutual respect</i>) * bring about change by looking at alternative viewpoints, they can see 	<ul style="list-style-type: none"> * think about people who live in other places and that people have different values and customs (<i>Mutual respect</i>) * understand about the role money plays in their own lives and the lives of others including how to manage their money (<i>Individual liberty</i>) * understand how to be a critical customer (<i>Individual liberty</i>) * be introduced to the concepts of interest, loan, debt and tax

		<ul style="list-style-type: none"> * understand the purpose and value of money (Individual liberty) * understand we are unique and that there has never been and never will be another them (mutual respect) 	<p>environment (mutual respect and tolerance)</p> <ul style="list-style-type: none"> * understand where money comes from, it is used for different reasons, including spending and saving * know that money is an important part in our lives * know how to manage their money, keep it safe and that they need to make responsible choices and consider outside influences * recognise things that they have in common with everyone else and that we are all equal (tolerance and mutual respect) * have a good knowledge of the emergency services, including being able to dial 999 	<ul style="list-style-type: none"> * put themselves 'in other people's shoes (mutual respect) * understand the word 'community' * understand the role of voluntary, community and pressure groups, particularly regarding health and well-being 	<p>precedence over national laws and family and community practices (tolerance)</p> <ul style="list-style-type: none"> * know that there are some cultural practices which are against British law and universal human rights eg arranged marriage (Rule of law and tolerance) * understand the resource of money can be allocated in different ways 	<p>and respect other people's points of view. They can make decisions and explain the choices they chosen (democracy)</p> <ul style="list-style-type: none"> * discuss varied institutions that support communities locally and nationally (democracy and mutual respect) * understand the benefits of the range of national, regional, religious and ethnic groups in the UK (tolerance) 	<ul style="list-style-type: none"> * understand their contribution to society through the payment of VAT * understand that economic choices affect individuals, communities and the sustainability of the environment (mutual respect and individual liberty) * understand what the word 'enterprise' means and see the skills required to be enterprising (Individual liberty) * research the media and be a critical observer of the way information is presented (mutual respect and tolerance)
--	--	--	--	--	--	---	--

Core themes throughout PSHE

- * Personal safety, mindfulness and well-being
- * E-safety – children will have a sound knowledge of e-safety differentiated through the year groups in the spring term
- * Anti-Bullying - children will have a sound knowledge of all aspects of bullying including signs, actions, the victim and the perpetrator which is differentiated through the year groups in the autumn term
- * NSPCC Pants workshop + personal safety – children will be able recognise their feelings on good touch, bad touch, that privates are private, about secrets that upset them saying No and speaking up, who to trust and who to tell Summer term
- * Relax Kids + Yoga – children will be able to recognise when these techniques can help them with their mental health and be able to demonstrate their skills progressing to longer periods of mindfulness Weekly

Blue = school values

Green = 5 British values