



PSHE CURRICULUM PROGRESSION

Gayton Primary School

Unit	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relations	<ul style="list-style-type: none"> -Talk about similarities and differences. -Name special people in their lives. -Describe different feelings -Identify who can help if they are sad, worried or scared. -Identify ways to help others or themselves if they are sad or worried. 	<ul style="list-style-type: none"> -Describe different feelings and how they can make our bodies feel. -To know some strategies of dealing with 'not so good' feelings. -To understand how our actions can hurt the feelings of others. -To recognise the special qualities in family and friends. -To know which special people keep us safe and how. 	<ul style="list-style-type: none"> -Recognise that people have different ways of expressing their feelings -To identify different ways to respond to the feelings of others. -To recognise the differences between bullying, unkind behaviour or teasing. -To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. -To recognise a healthy friendship and its qualities. 	<ul style="list-style-type: none"> -To know that feelings and emotions help a person cope with difficult times. -To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. -To recognise which strategies are appropriate for particular situations. -To listen to and debate ideas and opinions with respect and courtesy -To recognise why friends may fall out and how to resolve issues. 	<ul style="list-style-type: none"> -To know that feelings and emotions help a person cope with difficult times. - To know and understand the qualities of a 'positive, healthy relationship'. -To know when it's appropriate to say no and how. -To know the strategies and skills needed for collaborative work. -To recognise bullying or pressured behaviour. 	<ul style="list-style-type: none"> -To learn characteristics and skills in assertiveness -To apply their collaborative skills to friendships and assertiveness. -To learn ways to resolve conflict in an assertive, calm and fair manner. -To identify what things make a relationship unhealthy and who to talk to if they needed help. -To recognise emotional needs according to circumstance and any risk factors that could affect them. 	<ul style="list-style-type: none"> -To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. -To practice and use strategies in compromise and negotiation within a collaborative task or activity. -To consider the types of touch that are safe, legal and that I am comfortable with. -To name assertive behaviours and recognise peer influence or pressured behaviour. -To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.

<p>Valuing Difference.</p>	<ul style="list-style-type: none"> -Be sensitive towards others and celebrate what makes each person unique. -Recognise that we can have things in common with others. -Use speaking and listening skills to learn about the lives of their peers. -Know the importance of showing care and kindness towards others. -Demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> -To know the key differences between teasing, being unkind and bullying. -To recognise that everyone is different and will have different thoughts and ideas. -To celebrate and begin to show empathy for those who are different. -To identify those who are special to them (and their special qualities). -To identify ways in which we can show kindness towards others and how that makes them feel. 	<ul style="list-style-type: none"> -To identify differences and similarities between others. - Recognise and explain how a person's behaviour can affect other people. -To learn and use different ways to show good listening. - Explain how it feels to be part of a group and left out of a group. -To recognise and talk about acts of kindness and how they can impact others. 	<ul style="list-style-type: none"> -Recognise that there are many different types of families. -Identify the different communities that they belong to. -To learn ways of showing respect through language and communication. -To identify different origins, national, regional, ethnic and religious backgrounds -To recognise and explain why bullying can be caused by prejudice. 	<ul style="list-style-type: none"> -To identify different origins, national, regional, ethnic and religious backgrounds -To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. -To recognise potential consequences of aggressive behaviour. -To define the word respect. -Understand and identify stereotypes, including those promoted in the media. 	<ul style="list-style-type: none"> -To describe the benefits of living in a diverse society. -To develop an understanding of discrimination and its injustice, and describe this using examples. -To understand that the information we see online, either text or images, is not always true or accurate. -To reflect on the impact social media puts pressure on peoples' life choices. -To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour. 	<ul style="list-style-type: none"> -To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. -To know that all people are unique but that we have far more in common with each other than what is different about us. -To understand and explain the term prejudice. -To define what is meant by the term stereotype. -To describe different types of friendships and relationships and their differing positive qualities.
-----------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Keeping Myself Safe</p>	<ul style="list-style-type: none"> -Talk about how to keep their bodies healthy and safe. -Name ways to stay safe around medicines. -Know how to stay safe in their home, classroom and outside. -Know age-appropriate ways to stay safe online. -Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> -To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. -To recognise emotions and physical feelings associated with feeling unsafe. - To learn the PANTS rule and which parts of my body are private. -To understand that medicines can sometimes make people feel better when they're ill. -To talk about safety and responsibility around medicines. 	<ul style="list-style-type: none"> -To explain simple issues of safety and responsibility about medicines and their use. -To identify situations in which they would feel safe or unsafe. -To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation -To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. -To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. 	<ul style="list-style-type: none"> -To identify risk factors in given situations. -To define the words danger and risk and explain the difference between the two. -To define the word 'drug' and understand that nicotine and alcohol are both drugs. -To recognise potential risks associated with browsing online. -To recognise and describe appropriate behaviour online as well as offline. 	<ul style="list-style-type: none"> -To define the words danger and risk and explain the difference between the two. -To describe the different types of things that may influence a person to take a risk. -To understand and explain the risks that cigarettes and alcohol can have on a person's body. -To understand that influences can be both positive and negative. -To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent. 	<ul style="list-style-type: none"> -To reflect on risk and the different factors and outcomes that might influence a decision. -To reflect on the consequences of not keeping personal information private and the risks of social media. -To explore categorisation of drugs, the risks associated with medicines. -To learn some key facts and information about drugs and medicines. -To recognise the features of face to face and online bullying and the strategies that deal with it. 	<ul style="list-style-type: none"> - To explore the risks and legality of communicating and sharing online. - To describe and explain how easily images can be spread online. -To explain some of the laws, categories and uses of drugs (both medical and non-medical) -To understand the definition of an emotional need and how they can be met. -To explore and understand the terms 'conflicting emotions', responsibility and independence.
-----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> -Understand that they can make a difference. -Identify how they can care for their home, school and special people. -Talk about how they can make an impact on the natural world. -Talk about similarities and differences between themselves. -Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> -To identify ways of taking care of their health. -To identify how others take care of their environment. -To take care of something or someone else. -To talk about the importance of looking after money. -To learn what to do when someone is injured. 	<ul style="list-style-type: none"> -To identify strategies in cooperation. -To identify strategies in self-regulation. -To name ways to stay safe when using the internet. -To recognise that they have a responsibility to help care for their immediate and broader environment. -To learn about saving and spending money. 	<ul style="list-style-type: none"> -To talk about and identify people who help them in school and the community. -To learn differences between 'fact' and 'opinion' -To discuss, plan and evaluate ways of helping the environment. -To learn about saving, spending and essential purchases. -To consider how money is earned and the different factors effecting this. 	<ul style="list-style-type: none"> -To learn about human rights and responsibilities and how they can impact their community. -To recognise that they have a part in caring for and supporting their community. -To recognise influences, facts and opinions and doing so in a critical manner. -To identify the impact of bystander behaviour and how they can make a difference to a situation. -To define terms related to finance and explain how society is supported by the income of others. 	<ul style="list-style-type: none"> -To identify, write and discuss issues currently in the media concerning health and wellbeing. -To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. -To identify the responsibilities to my home, community and environment I might have in the future. -To consider what advice to give relating to saving and borrowing money. -To define financial terms and explain how others have financial responsibility for the community. 	<ul style="list-style-type: none"> -To analyse and reflect on bias in the media. -To discuss methods of saving and considerations for spending money. -To discuss voluntary and pressure groups and their role in making changes to our communities and environments. -To identify or suggest ways that help the environment. -To define 'democracy' and explain how laws are made.
-------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Being My Best</p>	<ul style="list-style-type: none"> -Feel resilient and confident in their learning. -Name and discuss different types of feelings and emotions. -Learn and use strategies or skills in approaching challenges. -Understand that they can make healthy choices. -Name and recognise how healthy choices can keep us well. 	<ul style="list-style-type: none"> -To recognise how a healthy variety of food can make us feel great. -Recognise that learning a new skill requires practice and the opportunity to fail, safely -To identify strategies to resolve conflict. -To give and receive praise. 	<ul style="list-style-type: none"> -Explain the stages of the learning line showing an understanding of the learning process. -To understand the importance of good hand and dental hygiene. -To recognise what the body needs to have energy and stay well. -To identify parts of the body that process food and create energy. 	<ul style="list-style-type: none"> -To recognise how different food groups work in our body. -To explain how some infectious illnesses are spread from one person to another. -To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. -To identify my achievements and skills to work on. -To explain how skills are developed. 	<ul style="list-style-type: none"> -To identify how they and their friends are unique. -To recognise that we all make different choices because we are unique. -To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. -To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs) 	<ul style="list-style-type: none"> -To describe the four main internal systems of the human body. -To understand the actual norms around smoking and the reasons for common misperceptions of these. -To identify the skills and qualities that make us successful and achieve our best. -To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. -To consider the different responsibilities that they and others have for their health and wellbeing. 	<ul style="list-style-type: none"> -To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success. -To define aspirations and goals. -To recognise that we will meet challenges on the way to achieving our goals. -To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. -To understand risks related to growing up and explain the need to be aware of these.
-----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Growing and Changing</p>	<ul style="list-style-type: none"> -Understand that there are changes in nature and humans. -Name the different stages in childhood and growing up. -Understand that babies are made by a man and a woman. -Use the correct vocabulary when naming the different parts of the body. -Know how to keep themselves safe. 	<ul style="list-style-type: none"> -To think of what babies need to stay happy and healthy. -To identify the changes they have made since they were a baby. -To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. -To identify some internal organs and systems and those body parts which are private. -To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts. 	<ul style="list-style-type: none"> -To give positive feedback to someone. -To recognise the range of feelings associated with loss and to discuss things people can do to feel better. -To identify the different stages of growth and what people are able to do at these different stages. -To identify the human private parts/genitalia and explain that they are used to make a baby. -To explain who can see someone's private part, what consent means and how to protect privacy. 	<ul style="list-style-type: none"> -To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.. -To identify the different types of relationships people have and their different purposes and qualities. -To identify what makes a positive relationship and what makes a negative relationship. -To identify puberty changes. -To explain menstruation cycle as something that happens when a sperm does not meet an egg. 	<ul style="list-style-type: none"> -To identify the different emotional reactions to different types of change and discuss. -To understand the different types of feelings and emotions associated with puberty. -To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. -To identify the different types of products someone might use during puberty or menstruation. -To explain how people might feel at times of change and loss. To consider strategies when coping with this. 	<ul style="list-style-type: none"> -To describe the intensity of different feelings and strategies to build resilience. -To understand the different types of feelings and emotions associated with puberty. -To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality. -To identify the different types of products someone might use during puberty or menstruation. -To explain how people might feel at times of change and loss. To consider strategies when coping with this. 	<ul style="list-style-type: none"> -To identify types of emotional responses and some strategies for coping with change. -To identify the physical and emotional challenges faced during puberty and the strategies or support available for this. -To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. -To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks. -To identify places or people of support and understand that sometimes confidentiality must
------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

							be broken to keep a person safe.
--	--	--	--	--	--	--	----------------------------------