

AshGrove Primary Academy

PSHCE Progression Grid: Learning for Life

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two -year cycle, along with the specific vocabulary which supports this understanding.

Key themes:

Health and well-being

Relationships

Living in the wider world

Learning begins in our EYFS unit:

| | Core 1 Health and wellbeing | Core 2 relationships | Core 3 Living in the wider world |
|---|---|---|---|
| Children in nursery... (3 and 4 year olds) | <p>PSED – Managing self</p> <ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. <p>Communication and language</p> <p>Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Understanding the world</p> <p>People, cultures and communities</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family’s history. | <p>PSED – Building relationships</p> <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Begin to understand how others might be feeling. <p>Communication and language</p> <p>Speaking</p> <ul style="list-style-type: none"> Begin to understand how others might be feeling. Begin to understand how others might be feeling. <p>Communication and language</p> <p>Listening, attention and understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | <p>PSED – Self Regulation</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule <p>Communication and language – listening, attentions and understanding</p> <ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Understanding the world</p> <p>Past and present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. <p>Understanding the world</p> <p>People, cultures and communities</p> <ul style="list-style-type: none"> Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |

| | Core 1 Health and wellbeing | Core 2 relationships | Core 3 Living in the wider world |
|-----------------------|---|--|---|
| Children in reception | <p><u>PSED – Managing self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Communication and language</u></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | <p><u>PSED – Building relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p><u>Communication and language</u></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p><u>Communication and language</u></p> <p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | <p><u>PSED – Self Regulation</u></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Understanding the world</u></p> <p><u>Past and present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. <p><u>Understanding the world</u></p> <p><u>People, cultures and communities</u></p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. |

PSHE overview

| | Core 1: Health and Wellbeing | Core 2: Relationships | Core 3: Living in the Wider World |
|-------------|---|--------------------------------------|--|
| KS1 | Unit 1: Healthy Lifestyles | Unit 1: Communication | Unit 1: Rules and Responsibilities |
| | Unit 2: Hygiene | Unit 2: Bullying | Unit 2: Communities |
| | Unit 3: Changing and Growing | Unit 3: Fairness | Unit 3: Money and Finances |
| | Unit 4: Emotions | Unit 4: Family and Friends | |
| | Unit 5: Keeping Safe | | |
| | | | |
| | | | |
| LKS2 | Unit 1: Physical, Emotional and Mental | Unit 1: Communication | Unit 1: Rules and Responsibilities |
| | Unit 2: Healthy Lifestyles | Unit 2: Collaboration | Unit 2: Collaboration |
| | Unit 3: Nutrition and Food | Unit 3: Bullying | Unit 3: Discrimination |
| | Unit 4: Aspirations | Unit 4: Similarities and Differences | Unit 4: Economic Awareness |
| | Unit 5: Emotions | Unit 5: Healthy Relationships | : |
| | Unit 6: Safety | | |
| | Unit 7: Growing and Changing | | |
| | Unit 8: First Aid | | |
| | | | |
| | | | |
| UKS2 | Unit 1: Health | Unit 1: Communication | Unit 1: Rights and Responsibilities |
| | Unit 2: Nutrition and Food | Unit 2: Collaboration | Unit 2: Diversity |
| | Unit 3: Aspirations | Unit 3: Similarities and Differences | Unit 3: Economic Awareness |
| | Unit 4: Emotions | Unit 4: Healthy Relationships | Unit 4: Enterprise |
| | Unit 5: Safety | | |

Knowledge and skills progression

Each unit of work is carefully planned, to ensure that knowledge and skills build progressively across each year group. Children are exposed to a range of themes and ideas across the core domains of Health and Wellbeing, Relationships and Living in the Wider World.

| Health and Wellbeing | | | |
|----------------------|---|---|--|
| Skills | Healthy lifestyles | | |
| | <p>At Key Stage One:</p> <p>Healthy Eating</p> <ul style="list-style-type: none">• To learn about where vegetables and fruit grow• To learn to make simple choices that improve their health and well-being e.g. healthy eating• To understand the need for protein as part of a balanced diet• To recognise which types of food are healthy• To apply their knowledge of healthy eating to plan a menu for a themed party• To make positive real-life choices <p>Physical Activity</p> <ul style="list-style-type: none">• To understand the need for physical activity to keep healthy• To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health• To understand how muscles work• To make positive real-life choices• To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle• To make positive real-life choices | <p>At Lower Key Stage Two:</p> <p>Physical, Emotional and Mental</p> <ul style="list-style-type: none">• To know and understand the difference between the terms physical, emotional and mental.• To become more self-aware• To understand why setting goals is important <p>A Balanced Approach</p> <ul style="list-style-type: none">• To understand the meaning of the word ‘healthy’ <p>Physical Exercise</p> <ul style="list-style-type: none">• To know the recommended guidelines for physical activity and understand the reasons for these. <p>Lifestyle Choices</p> <ul style="list-style-type: none">• To recognise the need to take responsibility for actions• To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle <p>Sleep</p> <ul style="list-style-type: none">• Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <p>A Balanced Diet</p> <ul style="list-style-type: none">• To know where different foods come from• To know about and understand the function of different food groups for a balanced diet | <p>At Upper Key Stage Two:</p> <p>Physical, Emotional and Mental</p> <ul style="list-style-type: none">• To know about the basic synergy between physical, emotional and mental health• To know about, recognise and understand changes that occur during puberty <p>Healthy Lifestyles</p> <ul style="list-style-type: none">• To understand the importance of making change in adopting a healthier lifestyle <p>Physical Illness</p> <ul style="list-style-type: none">• To know how to recognise early signs of illness, such as weight loss, or unexplained changes to the body <p>Healthy Minds</p> <ul style="list-style-type: none">• To know how and when to seek support including which adults to speak to in school if they are worried about their health• To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <p>Immunisation</p> <ul style="list-style-type: none">• To know the facts and science relating to allergies, immunisation and vaccination |
| | Hygiene | | |
| | <p>At Key Stage One:</p> <p>Dental Hygiene</p> <ul style="list-style-type: none">• To learn how to take care of teeth, in addition to brushing• To manage basic personal hygiene• To find out which foods are good for us• To understand the importance of a healthy lifestyle, including dental hygiene• To make simple choices that improve their health and well-being e.g. healthy eating <p>Washing Hands</p> <ul style="list-style-type: none">• To learn to eradicate germs and the spread of diseases by washing hands• To understand how germs spread infections and diseases <p>Keeping Clean</p> <ul style="list-style-type: none">• To learn about the importance of and reasons for bathing and showering• To manage basic personal hygiene <p>Skin</p> <ul style="list-style-type: none">• To learn about the importance of and reasons for bathing and showering• To understand the importance of maintaining personal hygiene | <p>At Lower Key Stage Two:</p> | <p>At Upper Key Stage Two:</p> |

| Changing and Growing | | |
|---|---|--|
| <p>At Key Stage One:</p> <p>Similarities and differences</p> <ul style="list-style-type: none">• To identify and respect similarities and differences between boys and girls• To learn about the process of growing from young to old <p>The Human Body</p> <ul style="list-style-type: none">• To learn the names for different parts of the body• To recognise similarities and differences based on gender• To recognise and respect similarities and differences between people <p>Growing Up</p> <ul style="list-style-type: none">• To learn about the physical changes in their bodies as we grow• To understand emotional changes as they grow up <p>Changing Needs</p> <ul style="list-style-type: none">• To learn about how our needs change and grow as we develop• To recognise the simple physical changes to their bodies experienced since birth <p>Responsibility</p> <ul style="list-style-type: none">• To learn to take responsibility for their own actions• To recognise how their behaviour and that of others may influence people both positively and negatively• To listen to, reflect on and respect other people’s views and feelings <p>Emotions</p> <ul style="list-style-type: none">• To learn about a range of different feelings and emotions• To recognise, name and manage their feelings in a positive way | <p>At Lower Key Stage Two:</p> <p>Before Puberty</p> <ul style="list-style-type: none">• To understand that the rate at which we grow differs from person to person• To show awareness of changes that take place as they grow <p>Visible Changes</p> <ul style="list-style-type: none">• To know and understand how to look after our teeth• To understand what happens when we lose teeth as we grow up and why this happens | <p>At Upper Key Stage Two:</p> |
| Emotions | | |
| <p>At Key Stage One:</p> <p>Happiness</p> <ul style="list-style-type: none">• To learn about making positive choices and how they can lead to happiness• To recognise, name and manage their feelings in a positive way <p>Anger</p> <ul style="list-style-type: none">• To recognise how their behaviour affects other people• To recognise how their behaviour and that of others may influence people both positively and negatively <p>Love</p> <ul style="list-style-type: none">• To learn about the importance of love• To recognise, name and deal with their feelings in a positive way <p>Sadness</p> <ul style="list-style-type: none">• To understand and be aware of the different ways to show sadness• To understand about coping with change and loss <p>Consequences</p> <ul style="list-style-type: none">• To understand that all actions have consequences• To learn to take responsibility for our actions• To recognise how their behaviour affects other people• To recognise how their behaviour and that of others may influence people both positively and negatively <p>Aspirations</p> <ul style="list-style-type: none">• To think about themselves, learn from experiences and recognise what they are good at• To recognise choices that they can make and value their achievements• To learn how to set simple goals and targets for themselves | <p>At Lower Key Stage Two:</p> <p>Loss/Separation</p> <p>To listen to and show consideration for other people’s views</p> <ul style="list-style-type: none">• To empathise with another viewpoint• To listen to, reflect on and respect other people’s views and feelings• To develop strategies for managing and controlling strong feelings and emotions <p>Family Changes</p> <ul style="list-style-type: none">• To understand that family units can be different and can sometimes change <p>Feelings</p> <ul style="list-style-type: none">• To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate <p>Self-Respect</p> <ul style="list-style-type: none">• To learn about the importance of self-respect and how this links to their own happiness | <p>At Upper Key Stage Two:</p> <p>Death and Grief</p> <ul style="list-style-type: none">• To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures• To manage changing emotions and recognise how they can impact on relationships• To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle <p>Managing Conflict</p> <ul style="list-style-type: none">• To understand the need for empathy when peers are experiencing conflict at home |

| | Keeping safe and safety | | |
|--|--|--|--|
| | At Key Stage One: Sun Safety <ul style="list-style-type: none">• To understand the importance of sun safety• To know how to keep safe in the sun• To recognise and manage risk in everyday activities Road Safety <ul style="list-style-type: none">• To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe• To develop an awareness of the Green Cross Code• To demonstrate basic road safety skills• To learn about the importance of medicine safety• To recognise that some substances can help or harm the body Personal Safety <ul style="list-style-type: none">• To learn about the difference between secrets and surprises• To understand when not to keep adults’ secrets• To seek help from an appropriate adult when necessary Emotional Safety <ul style="list-style-type: none">• To learn about who to go to for help and advice• To recognise that there are people who care for and look after them• To know how to keep safe and how and where to get help• To recognise and respond to issues of safety relating to themselves and others and how to get help Internet Safety <ul style="list-style-type: none">• To learn about the importance of using the internet• To know how to keep safe and how and where to get help• To use strategies to stay safe when using ICT and the internet• To know the importance of self-respect and how this links to their own happiness Staying Safe <ul style="list-style-type: none">• To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | At Lower Key Stage Two: E-Safety <ul style="list-style-type: none">• To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• To begin to make responsible choices and consider consequences. Online Privacy <ul style="list-style-type: none">• To use ICT safely including keeping electronic data secure• To use ICT safely including using software features and settings• To know how information and data is shared and used online Internet Use <ul style="list-style-type: none">• To know that for most people the internet is an integral part of life and has many benefits• To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing• To know why social media, some computer games and online gaming, for example, are age restricted• To know where and how to report concerns and get support with issues online First Aid -How to Help <ul style="list-style-type: none">• To take responsibility for their own safety and the safety of others and be able to seek help in an emergency Emergency Calls <ul style="list-style-type: none">• To know when and how to make an emergency call• To recognise the importance of local organisations in providing for the needs of the local community• To behave safely and responsibly in different situations | At Upper Key Stage Two: Drugs <ul style="list-style-type: none">• To take action based on responsible choices• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs Alcohol <ul style="list-style-type: none">• To take action based on responsible choices• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs Tobacco <ul style="list-style-type: none">• To take action based on responsible choices• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs Substance Abuse <ul style="list-style-type: none">• To take action based on responsible choices• To identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends• To make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs. Basic First-Aid <ul style="list-style-type: none">• To know concepts of basic first-aid, for example dealing with common injuries, including head injuries Internet Safety <ul style="list-style-type: none">• To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted |
| | Physical, emotional and mental health | | |
| | | | |
| | Nutrition and food | | |
| | At Key Stage One: | At Lower Key Stage Two: Working with Food <ul style="list-style-type: none">• To identify the range of jobs carried out by the people they know• To reflect on the range of skills needed in different jobs• To learn to prepare and cook a variety of dishes• To work co-operatively, showing fairness and consideration to others | At Upper Key Stage Two: Food Choices <ul style="list-style-type: none">• To know about the different food groups and their related importance as part of a balanced diet• To develop an awareness of their own dietary needs• To work independently and in groups, taking on different roles and collaborating towards common goals<ul style="list-style-type: none">• To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle Cooking <ul style="list-style-type: none">• To know how to cook and apply the principles of nutrition and healthy eating• To prepare and cook with a variety of ingredients, using a range of cooking techniques |

| | | | |
|---------------|---|---|--|
| | Aspirations | | |
| | At Key Stage One: | At Lower Key Stage Two: Identified Strengths <ul style="list-style-type: none">• To understand that everyone has different strengths and weaknesses• To know how to set realistic targets• To self-assess, understanding how this will help their future actions. Setting Goals <ul style="list-style-type: none">• To understand how to break down the steps needed to achieve a goal• To identify and talk about their own and others’ strengths and weaknesses and how to improve• To reflect on the range of skills needed in different jobs | At Upper Key Stage Two: Identified Strengths <ul style="list-style-type: none">• To identify and talk about their own and others’ strengths and weaknesses and how to improve• To self-assess, understanding how this will help their future actions• To be able to reflect on past achievements• To recognise achievements of others as being worthwhile and important Setting Goals <ul style="list-style-type: none">• To begin to set personal goals• To identify the skills that they need to develop to make their contribution in the working world in the future• To make connections between their learning, the world of work and their future economic wellbeing Death and Grief <ul style="list-style-type: none">• To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures• To manage changing emotions and recognise how they can impact on relationships |
| Relationships | | | |
| | Communication | | |
| | At Key Stage One: Feelings <ul style="list-style-type: none">• To recognise and communicate feelings to others Responses <ul style="list-style-type: none">• To recognise and communicate feelings to others• To listen to, reflect on and respect other people’s views and feelings Opinions <ul style="list-style-type: none">• To understand that it is important to share their opinions and to be able to explain their views• To learn to listen to other people and play and work co-operatively Co-operation <ul style="list-style-type: none">• To recognise the importance of listening to other people• To understand the importance of being able to work cooperatively• To understand the concept of negotiation• To understand the importance of being able to play and work cooperatively• To work independently and in groups, taking on different roles and collaborating towards common goals• To take part in a simple debate about topical issues• To share opinions and explain their views• To reflect on the similarities and differences between people Good Manners <ul style="list-style-type: none">• To know the conventions of courtesy and manners | At Lower Key Stage Two: Clear Messages <ul style="list-style-type: none">• To recognise that there are many ways to communicate• To understand the need to communicate clearly How to Listen <ul style="list-style-type: none">• To understand why it is important to listen to others Responding to Others <ul style="list-style-type: none">• To talk about their views on issues that affect themselves and their class Expressing Opinions <ul style="list-style-type: none">• To know how to communicate their opinions in a group• To listen to and show consideration for other people’s views | At Upper Key Stage Two: Confidentiality <ul style="list-style-type: none">• To recognise that there are many different ways to communicate• To understand the need for confidentiality in certain situations Listening <ul style="list-style-type: none">• To know and understand the importance of listening to others• To understand the role of the listener in any relationship Responding <ul style="list-style-type: none">• To recognise that there are many ways to communicate• To understand the need to both listen and speak when communicating with others |
| | Bullying | | |
| | At Key Stage One: Definition <ul style="list-style-type: none">• To learn about bullies and bullying behaviour• To understand the difference between impulsive and considered behaviour L Unkindness <ul style="list-style-type: none">• To understand that name-calling is hurtful and avoidable• To recognise how their behaviour affects other people Behaviour | At Lower Key Stage Two: Reactions <ul style="list-style-type: none">• To know how to recognise the difference between isolated hostile incidents and bullying• To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying Self-Worth | At Upper Key Stage Two: |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none">• To understand what is and what is not bullying behaviour• To understand the difference between impulsive and considered behaviour• To recognise the difference between good and bad choices• To recognise how their behaviour affects other people• To recognise how attitude and behaviour, including bullying, may affect others• To recognise how their behaviour and that of others may influence people both positively and negatively• To understand who can help if someone is affected by bullying• To recognise that there are people who care for and look after them• To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying• To seek help from an appropriate adult when necessary | <ul style="list-style-type: none">• To understand what self-esteem is and why it is important Lesson 3 Persistence and Resilience <ul style="list-style-type: none">• To understand the terms ‘resilience’ and ‘persistence’ and why these character traits are important• To face new challenges positively and know when to seek help Negative Persistence <ul style="list-style-type: none">• To know how to recognise bullying behaviour• To recognise right and wrong, what is fair and unfair and explain why• To understand the nature and consequences of negative behaviours such as bullying, aggressiveness | |
| | Fairness | | |
| | At Key Stage One: Fair and Unfair <ul style="list-style-type: none">• To recognise what is fair and unfair• To learn to take part in discussions with the whole class Comparisons <ul style="list-style-type: none">• To learn about others• To reflect on the similarities and differences between people• To recognise and respect similarities and differences between people. Behaviour <ul style="list-style-type: none">• To understand that family and friends should care for each other• To recognise how their behaviour affects other people• To recognise how their behaviour and that of others may influence people both positively and negatively Right and Wrong <ul style="list-style-type: none">• To understand the difference between right and wrong• To recognise right and wrong, what is fair and unfair and explain why Teasing <ul style="list-style-type: none">• To learn strategies to cope with unfair teasing• To understand that there are different types of teasing and bullying• To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying Kindness <ul style="list-style-type: none">• To recognise what is kind and unkind behaviour• To understand that family and friends should care for each other• To recognise how their behaviour and that of others may influence people both positively and negatively | At Lower Key Stage Two: | At Upper Key Stage Two: |
| | Family and friends and healthy relationships | | |
| | At Key Stage One: Friendship <ul style="list-style-type: none">• To learn how to develop positive relationships with peers• To identify different relationships that they have and why these are important• To understand the importance of making friends• To identify and respect the differences and similarities between people• To develop positive relationships through work and play• To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships• To learn about the importance of sharing as part of friendship and kindness | At Lower Key Stage Two: Friendship <ul style="list-style-type: none">• To know and understand the features of a good friend• To understand why it is important to be positive in relationships with others• To know how to communicate their opinions in a group setting• To work co-operatively, showing fairness and consideration to others• Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, | At Upper Key Stage Two: Physical Contact <ul style="list-style-type: none">• To know about and understand the importance of touch in a range of contexts• To know the difference between appropriate and inappropriate touches Support and Care <ul style="list-style-type: none">• To know that relationships can change as a result of growing up Marriage <ul style="list-style-type: none">• To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong Mental Wellbeing |

| | | | |
|----------------------------------|---|---|--|
| | <ul style="list-style-type: none">• To recognise the difference between right and wrong and what is fair and unfair Family <ul style="list-style-type: none">• To learn about the importance of family• To recognise that family and friends should care for each other• To recognise that there are people who care for and look after them• To identify their special people and what makes them special• To identify different relationships that they have and why these are important | generosity, trust, sharing interests and experiences and support with problems and difficulties <ul style="list-style-type: none">• To understand why it is important to be positive in relationships with others• To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | <ul style="list-style-type: none">• To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Online Relationships <ul style="list-style-type: none">• To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous• To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health |
| | Collaboration | | |
| | At Key Stage One: | At Lower Key Stage Two: Working Together <ul style="list-style-type: none">• To work co-operatively, showing fairness and consideration to others• To understand why it is important to work collaboratively• To take the lead, prioritise actions and work independently and collaboratively towards goals Shared Goals <ul style="list-style-type: none">• To know how to identify ways to improve the environment• To know how to spot problems and find ways of dealing with them | At Upper Key Stage Two: |
| | Similarities and differences | | |
| | At Key Stage One: | At Lower Key Stage Two: Connections <ul style="list-style-type: none">• To understand how we are all connected by our similarities• To recognise and respect similarities and differences between people Family Links <ul style="list-style-type: none">• To know and understand how the make-up of family units can differ• To empathise with another viewpoint Religious Views <ul style="list-style-type: none">• To understand and appreciate the range of different cultures and religions represented within school• To learn about the need for tolerance for those of different faiths and beliefs• To understand the term ‘diversity’ and appreciate diversity within school• To recognise and challenge stereotyping and discrimination | At Upper Key Stage Two: Race and Ethnicity <ul style="list-style-type: none">• To learn about racial discrimination and its impact on societies, past and present Gender Stereotypes <ul style="list-style-type: none">• To learn about gender discrimination and its impact• To challenge stereotyping and discrimination Culture <ul style="list-style-type: none">• To learn about the importance of family in different cultures• To recognise and respect similarities and differences between people |
| Living in the Wider world | | | |
| S | Rules and responsiilities | | |

| | | | |
|--|--|--|---|
| | At Key Stage One: Rules / Expectations <ul style="list-style-type: none">• To understand the reason why we have rules• To learn about rules as expectations• To understand to agree and follow rules for their group and classroom• To understand the why we have rules / expectations• To learn about how they can contribute to the life of the class• To suggest rules that would improve things for the common good Taking Turns <ul style="list-style-type: none">• To understand why it is important to be able to take turns• To agree and follow rules for a collaborative game• To take turns and share as appropriate Lending/Borrowing <ul style="list-style-type: none">• To understand the concept of ‘borrowing• To show responsibility to others Sharing <ul style="list-style-type: none">• To understanding the importance of sharing• To know that everyone has a responsibility to consider the needs of others. Caring <ul style="list-style-type: none">• To understand that people and other living things have needs and that they have responsibilities to meet them• To learn about responsibility to others• To consider ways of looking after the school or community and how to care for the local environment | At Lower Key Stage Two: Rules <ul style="list-style-type: none">• To understand why rules are needed in different situations• To recognise that rules may need to be changed Thinking Ahead <ul style="list-style-type: none">• To understand why it is important to plan ahead and think of potential consequences as a result of their actions Taking the Lead <ul style="list-style-type: none">• To understand why it is important to behave responsibly• To recognise that actions have consequences | At Upper Key Stage Two: Structure <ul style="list-style-type: none">• To understand why structure is needed in different situations• To understand the term ‘anarchy’ and understand the implications of living in an anarchic society Law and Order <ul style="list-style-type: none">• To know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy U.N. Rights <ul style="list-style-type: none">• To learn about organisations such as the United Nations• To understand the importance and significance of equal rights |
| | Communities | | |
| | At Key Stage One: Our School <ul style="list-style-type: none">• To understand their role in the class community• To know how to contribute to the life of the classroom Belonging <ul style="list-style-type: none">• To understand that they belong to various groups and communities• To work independently and in groups, taking on different roles and collaborating towards common goals• To develop a sense of belonging in the wider community Local Citizenship <ul style="list-style-type: none">• To understand the role of the local community• To consider ways of looking after the school or community and how to care for the local environment• To suggest rules that would improve things for the common good. Citizenship <ul style="list-style-type: none">• To develop a strong relationship with the local community• To understand the importance of shared responsibility within all communities | At Lower Key Stage Two: | At Upper Key Stage Two: |
| | Money, Finance and Economic Awareness | | |
| | At Key Stage One: Money <ul style="list-style-type: none">• To understand where money comes from• To recognise notes and coins• To understand the role of money in our society• To identify the different types of work that people do and learn about different places of work | At Lower Key Stage Two: Money Choices <ul style="list-style-type: none">• To learn about and reflect on their own spending habits / choices• To understand why financial management and planning is important from a young age Lesson 2 Managing Money <ul style="list-style-type: none">• To learn about and reflect on their own spending habits / choices | At Upper Key Stage Two: Budgeting <ul style="list-style-type: none">• To learn about budgeting and what it means to budget• To understand why financial management and planning is important from a young age Consumer Sense <ul style="list-style-type: none">• To know and understand financial terms such as loan, interest, tax and discount |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • To recognise where money comes from and the choices people make to spend money on things they want and need • To understand why it is important to keep money safe • To understand the importance of managing money carefully • To understand that we cannot always afford the items we want to buy Choices <ul style="list-style-type: none"> • To understand the importance of choices and spending money wisely. Enterprise <ul style="list-style-type: none"> • To gain a basic understanding of enterprise • To contribute to enterprise activities | <ul style="list-style-type: none"> • To understand why financial management and planning is important from a young age | <ul style="list-style-type: none"> • To make connections between their learning, the world of work and their future economic wellbeing • To show initiative and take responsibility for activities that develop enterprise capability Enterprise -Generating Income <ul style="list-style-type: none"> • To know and understand the principles of enterprise • To understand profit and loss Raising Money <ul style="list-style-type: none"> • To know and understand the principles of charity work |
| | Collaboration | | |
| | At Key Stage One: | At Lower Key Stage Two: Different Communities <ul style="list-style-type: none"> • To understand why it is important to be part of a community School Communities <ul style="list-style-type: none"> • To understand why it is important to be part of a community | At Upper Key Stage Two: Teamwork <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary • To understand the need to develop team work skills Shared Goals <ul style="list-style-type: none"> • To recognise that there are many roles within a community • To understand the need to collaborate in a group situation Community Spirit <ul style="list-style-type: none"> • To recognise that there are many roles within a community • To understand the need to collaborate in a group situation |
| | Discrimination and diversity | | |
| | At Key Stage One: | At Lower Key Stage Two: Gender Stereotypes <ul style="list-style-type: none"> • To know and understand the terms ‘discrimination’ and ‘stereotype’ • Challenge stereotypes relating to gender and work | At Upper Key Stage Two: Community Event <ul style="list-style-type: none"> • To understand the benefits of living in a diverse community and learn to celebrate diversity • To talk with a wide range of adults |

Overarching ‘Tier 2’ PSHE Vocabulary

Core 1: Health and Wellbeing

| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|---|--|--|
| boy girl family different same face skin hair body like don't like clean smelly sponge towel hands washing brushing teeth getting dressed undress safe/unsafe | Vocabulary of the previous year plus; physical behaviour safety gender characteristics dislike respect private parts new-born baby toddler child teenager adult comfortable uncomfortable rules | Vocabulary of the previous year plus; healthy eating physical activity risk opinion similar sex gender male female body parts diet tolerance offspring elderly normal emotions feelings emergency penis vagina | Vocabulary of the previous year plus; fostering young carer physical mental mutual responsibility appropriate internet safety consideration hygiene goal consequences | Vocabulary of the previous year plus; lifestyle unexplainable wellbeing isolation loneliness harmful self-care limited benefit physical/emotional change privacy marriage love target achievement hygiene medicines nutrition consequences | Vocabulary of the previous year plus; puberty menstruation menstrual cycle sanitary towel tampon periods cycle protection hair pubic hair armpit/underarm deodorant bra breasts sweat gestation period pregnancy sperm ovum fertilisation egg misunderstanding substance misuse medicine/alcohol/drugs/tobacco aspiration reproduction birth | Vocabulary of the previous year plus; peer pressure negative pressure conception foetus umbilical chord ovary/ovaries fallopian tube wet dream erection ejaculation embryo genital organ mature testicles reproductive organs bereavement transition abuse |

Tier 3 Vocabulary

| Core 2: Relationships | | | | | | |
|---|--|---|--|---|---|---|
| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| mum dad sister brother grandparents auntie uncle sharing bullying family | Vocabulary of the previous year plus; kindness fairness relationship feelings sharing name-calling | Vocabulary of the previous year plus; kindness fairness opinion listening caring teasing | Vocabulary of the previous year plus; communication co-operation relationship friendship self-esteem aggressive negative/positive behaviour tolerance anonymous | Vocabulary of the previous year plus; consideration peer-pressure resilience persistence cyberbullying bystander empathy diversity consequences | Vocabulary of the previous year plus; collaboration prejudice conflict resolution boundaries gender discrimination permission seeking | Vocabulary of the previous year plus; physical contact racial discrimination confidentiality respect prejudice conflict resolution boundaries consent intercourse communication appropriate/inappropriate |
| Core 3: Living in the wider world | | | | | | |
| Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| good/bad choice school rules local area money notes coins bank | Vocabulary of the previous year plus; right/wrong fair/unfair rules borrowing making choices jobs fact/opinion same/different | Vocabulary of the previous year plus; right/wrong fair/unfair rules making decisions local environment spending/saving beliefs race tolerance | Vocabulary of the previous year plus; communities/groups laws responsibility local organisations charity | Vocabulary of the previous year plus; discrimination stereotype financial management extreme views | Vocabulary of the previous year plus; democracy sovereignty dictatorship government monarchy community roles budget loan tax interest discount extremism | Vocabulary of the previous year plus; anarchy United Nations equal rights human right authority diverse community financial capability economic wellbeing culture traditions enterprise profit/loss debt/interest |

Tier 3 Vocabulary

ASSESSMENT QUESTIONS

We assess PSHE through pupil voice which we evidence on Jamboards for each year group.

Whole School Overview PSHE with assessment questions

| Cycle A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|--|--|--|--|---|---|
| Y1/2 | Rules/Expectations-We expect...-Class Charter Friendship-Forever Friends-Make Friends Taking Turns-It's your turn! Internet Safety- E Safety | Happiness-Smile! Anger-Grrr! Good Manners-How Rude! Feelings-How I feel Responses-You and Me Opinions- I think... | Washing Hands- Meet Grub! Healthy Eating-Vote Green Healthy Eating-Meat Eaters Healthy Eating-Party Time Physical Activity-Get Physical! Comparisons-All the Same | Definition- A Bully is... Unkindness- Blame Game Behaviour- Bullying is...-+ve and -ve Personal Safety- Secret Surprise Emotional Safety- Getting Help | Kindness-Give a Little Family-My Family- special people Caring-Talking to plants Lending/Borrowing- The Borrowers Sharing-Share the Booty | Sun Safety-Cover Up! Road Safety-Green x Code Money-Grows on trees?-Coining it in! Keep Money Safe |
| Assessment Question | Why must we be careful who we communicate with online? | Why should we listen to and respect other people's opinions and views? | How should we clean our teeth? | Can you give a definition of bullying? | How can we show our family and friends that we care for them? | Can you explain the difference between 'needs' and 'want'? |
| Y3/4 | E-Safety- Online Chat Online Privacy- The Secrets Jar- E-Protection Rules-I'm in Charge! Thinking Ahead- Lesson Planning Taking the Lead- Learning Time | Friendship- Best Features- Circles Time- Falling Out- The BAFAs Loss/Separation- Lost!- Found | Physical, Emotional, Mental-I Am Who I Am! -Hearts and Minds- Three in One Sleep-Sweet Dreams | Clear Messages- Dot Dot Dash How to Listen- Listen Up! Different Communities-My Community School Communities- School Swap | Before Puberty- You've Grown! Visible Changes-Mind the Gap How to Help-Who to Call Emergency Calls- Calling 999- Ambulance,Now! | A Balanced Approach- Define: Healthy Physical Exercise- Active Kids? Lifestyle Choices-It's Your Choice Working Together- Name Game Working Together- Build It Up Shared Goals-Better Places |
| Assessment Question | What sensible choices do we need to make to keep ourselves safe online? | How can we help someone who has lost someone close to them? | Why is sleep important? | What are the benefits of being part of a community? | How do our bodies change during puberty? | How can we keep ourselves healthy? |
| Y5/6 | Structure-Just Imagine Law and Order-In Charge U.N Rights-Our Rights | Online Relationships-A Risky Business Drugs-Just Say No! Alcohol-Drink Aware | Tobacco-Up in Smoke Substance Abuse- Let me be Frank | Physical, Emotional and Mental- 3-Dimensional- What's Puberty? Healthy Lifestyle- You Choose! | Food Choices- Secret Eaters Physical Contact- Touch Sensitive | Basic First Aid- First Aid Tips |
| Assessment Question | Why is it important to have equal rights? What difference does it make to everyday life? | How should you show respect for someone in an online context? | What are the risks involved in using alcohol, tobacco and substances? | What are the three dimensions of wellbeing? What healthy choices can we make to promote all three dimensions? | Give examples of positive and negative touch. Where can we go for help if we are concerned by any form of negative touch? | How can we take responsibility for our own safety and the safety of others? |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
| | | | | | | |

Core 1 – Health and Wellbeing strand Core 2 – Relationships strand Core 3 – Living in the Wider World strand

| Cycle B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|---|--|---|---|--|--|
| Y1/2 | Friendship-Hola! Bonjour!-Share Alike Fair and Unfair-It's Not Fair! Our School-Common Goals Belonging-I Belong- Join Our Club! Staying Safe-I Don't Know You | Right and Wrong-In the Right Co-operation- Negotiation-Want to Play?-Let's Debate Consequences-Good v Bad Aspirations-It's a Goal! | Keeping Clean-Bath-time Skin-Skinny Tips Dental Hygiene- Brushing Up! -Bright White-Top Teeth Drug Safety- Magic Medicine | Similarities and Differences-Boys v Girls The Human Body – Body Bits Growing Up- All Grown UP Changing Needs-I Need Physical Activity- Mighty Muscles Exercise- Workout! | Behaviour-Help Me! -In My Shoes Teasing -Cry Baby Local Citizenship-Our Local Area- Community Care Responsibility-Who's at Fault? | Emotions-Mood Swings Love-Three Little Words Sadness-How to Cope Money-Shopping List Choices-This or That? Enterprise-Dragons Den |
| Assessment Question | How can we keep ourselves safe when we encounter adults we don't know? | Why is it important to have goals? | Why are medicines sometimes dangerous? | What is appropriate touching? | Who do you think is the most important member of our community? Why? | How can you earn money? |
| Y3/4 | Online Privacy-It's Personal Internet Use-Online usage-Age Limits Gender Stereotypes- His and Hers | Reactions- Frustration Self-Worth-I'm a Marvel! Persistence and Resilience-Don't Give Up Negative Persistence-Over and Over Feelings- Overreacting | A Balanced Diet- Plant or Animal?- Balancing Act Working With Food- Master Chef-Our Food Hall | Responding to Others-Agony Aunts Expressing Opinions-It's Debatable Loss/Separation- Left Behind Family Changes- Two Homes | Identified Strengths- I'm Good at That Self-Respect-Let's Rock! Identified Strengths- Future Me Setting Goals-That's My Goal-The Impossible Dream | Connections-Paper Chains Family Links-Family Tree Religious Views-Faith Findings Celebrate Diversity- Inside Outside Money Choices-A Million Dollars Managing Money- Design Choices |
| Assessment Question | How can we challenge gender stereotypes? | How does bullying affect our physical, emotional and mental wellbeing? | What are the main food groups and how do they benefit our bodies? | What is a family? Describe different | Why is it good to have dreams for your future? | What does 'diversity mean'? In what ways are we all different |

| | | | | | | |
|----------------------------|--|---|--|---|--|--|
| | | | | examples of a family unit? | | and what ways are we all the same? |
| Y5/6 | Identified Strengths– Big Dreams -Big Achievers Setting Goals –‘Super Futures’ -I can do that! Internet Safety – Fake News | Race and Ethnicity – United States? Gender Stereotypes – jobs 4 all Culture-Cultural Feast | Physical Illness – Bleugh! Immunisation- One sharp scratch Marriage/civil partnership- I promise... | Healthy Minds- Young Minds Mental Wellbeing- Mind Business Support and Care- Connections | Budgeting- Money Supermarket Consumer Sense- Payment terms- Payment terms- A class catalogue! | Generating Income- Making Money-Raising Money |
| Assessment Question | What must we be aware of when searching the internet? | What does discrimination mean? How does this affect people? | What promises/vows might be made at a marriage/civil partnership ceremony? | How can our mental wellbeing be affected? What can we do to help ourselves? | Why is it important to budget? | How can we help charities? |

Core 1 – Health and Wellbeing strand Core 2 – Relationships strand Core 3 – Living in the Wider World strand