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**PSHE Curriculum**

**Progression Document**

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | Year A: Beginning and belonging  Year B: Beginning and belonging | Year A: Family and friends/ anti-bullying  Year B: Family and friends/ anti-bullying | Year A: Healthy Lifestyles  Year B: Diversity and communities | Year A: Me and My World  Year B: Healthy lifestyles | Year A: Keeping safe  Year B: Keeping safe | Year A: My body and growing up  Year B: My body and growing up. |
| **Year 1 to 6** | Year A: Beginning and Belonging  Year B: Rights and responsibilities | Year A: Family and Friends/ anti-bulling  Year B: My emotions/ anti-bullying. | Year A: Healthy Lifestyles  Year B: Diversity and communities | Year A: Working together, financial capability.  Year B: Healthy lifestyles | Year A: Managing risk and safety contexts,  Year B: Personal Safety | Year A: Drugs ed. (SRE)  Year B: Managing Change  (SRE) |

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| PSHE | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Relationships   |  | | --- | | *Pupils should be taught:*  **1.** how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts  **2.** how to recognise and manage emotions within a range of relationships  **3.** how to recognise risky or negative relationships including all forms of bullying and abuse  **4.** how to respond to risky or negative relationships and ask for help  **5.** how to respect equality and diversity in relationships. | | Children can talk about they and others show their feelings.  They are confident to speak in a familiar group  Children play cooperatively, taking turns with others. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. | Children can identify and name some feelings and interpret emotions through facial expressions.  Identify a ‘safe circle’ of people that can help them and support them and know how to ask for help. | Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions eg. Fairness.  They can set themselves simple goals.  Children are able to use their ‘safe circle’ for help and support. Children begin to support one another using simple strategies. | Children can demonstrate that they recognise their own worth. They can express their views confidently and listen and show respect for the views of others.  Children are able to identify emotions that they might feel in a new situation  and know how to welcome someone new.  With support, to identify people at home and at school who  can help them when they need it. | They can express their views confidently and listen to and show respect for the view of others.  They know what and friendship is and how to cope with some friendship problems.  Children are able to identify people at home, at school and in other contexts of their lives to include in their support networks. | They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way.    With support, to contribute ideas about what makes the  classroom a safe and happy place to learn. | They can identify positive ways to face new challenges (eg secondary school) and how relationships and friendships may be affected.    They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way. |
| |  | | --- | | **Health and Wellbeing**  *Pupils should be taught:*  **1.** what is meant by a healthy lifestyle  **2.** how to maintain physical, mental and emotional health and wellbeing  **3.** how to manage risks to physical and emotional health and wellbeing  **4.** ways of keeping physically and emotionally safe  **5.** about managing change, including puberty, transition and loss  **6.** how to make informed choices about health and wellbeing and to recognise sources of help with this | | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.  Children manage their basic hygiene and personal needs including dressing and toileting. | To be able to talk about how to be healthy, including healthy eating and  physical activity.  Children can explain ways of keeping clean and can name the main parts of the body. They can explain that people grow from young to old and discuss some changes. | Children are able to give examples of how to be healthy and to reflect on their  own lifestyles and choices.  To be able to explain why healthy eating and physical activity are both  important.  Children understand that food can be divided into different groups and know  that for good health we need a balanced diet.  Children can describe ways of keeping same in familiar situations. | Children can make choices about a healthy lifestyle including eating healthily, being active and sleeping.  To be able to talk about some of the physical benefits of  exercise and with support talk about the mental benefits. | They can list commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks.  Children should be able to suggest healthy options and know that sleeping well, eating healthy food and exercise all contribute to a healthy lifestyle. | They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage risk in different and familiar situations.  Children can state that different foods contain different nutrients and be able to  say which of these provide energy.  They know here are a range of influences which affect our  lifestyle choices. | They can make judgements and decisions and can list ways of resisting negative peer pressure around issues affecting their mental health and well-being. They can list commonly known legal and illegal drugs and the effects and risks of these.  They are able to state that different foods contain different nutrients, each have different benefits for our bodies therefore  variety in the diet is important. |
| |  | | --- | | **Living in the Wider World.**  *Pupils should be taught:*  **1.** about respect for self and others and the importance of responsible behaviours and actions  **2.** about rights and responsibilities as members of families, other groups and ultimately as citizens  **3.** about different groups and communities  **4.** to respect equality and to be a productive member of a diverse community  **5.** about the importance of respecting and protecting the environment  **6.** about where money comes from, keeping it safe and the importance of managing it effectively  **7.** how money plays an important part in people’s lives  **8.** a basic understanding of enterprise. | | |  | | --- | |  |   Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (PSED, MR: )  They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.(UW) | Children can explain different ways that family and friends should care for one another and recognise similarities between themselves and friends. Children know some of the groups they belong to, in and out of school, and  understand that people have different lifestyles eg. Cubs, dance, gym clubs etc.  To be able to recognise different places in their community, know what  key places are for, and who some of the people are who can help them.  To know how they can help to look after the school environment.  To understand basic needs of animals and plants and how to look after them. | Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.  They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by  playing and working with  friends or classmates).  They can identify and respect differences and similarities between people.  To be able to describe places in their community, how they and others  might use them, and who is available to help them eg. Doctors, dentist, library.  To understand how they can help look after the school environment. To know what animals and plants need to survive, and how they can  help look after them. | Children can explain how their actions have consequences for themselves and others- beginning to be aware of their identity.  They can describe the nature and consequences of bullying, and can express ways of responding to it.  They can show how they care for the environment (e.g. animals and school grounds).  Children should know about some groups in the community, and know who are some of the key people in those groups.  Children understand some of the needs of the local environment and, with support, how they can help care for it.  Children know about the needs of some animals, including how to care for  pets. | They can describe the nature and consequences of bullying, and can express ways of responding to it.  They can identify different types of relationship (for  example marriage or  friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). Children can recognise difference and respect diversity, beginning to  recognise and challenge stereotypes.  To know about groups and communities that exist locally, and the roles  some people play in the community.  To understand some of the needs of and how to care for the local  environment.  • know about the needs of animals, including pets, and the  responsibilities of humans towards them. | Children can respond to, or challenge, negative  behaviours such as  stereotyping and aggression.  Recognise different forms of the media and that it can influence  people.  To be able to describe aspects of their identity, and understand that  their perceptions of themselves can change. | They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. Recognise the negative effects of stereotyping and prejudice.  be able to recognise aspects of their identity and understand  how other people can influence their perception of themselves.  • understand about the role of the media and its possible  influences.  • understand some ways of caring for the environment and the  contribution they can make. |