

PSHE Skills Progression 2020-2021

Autumn- Health and Wellbeing				
	Year 3	Year 4	Year 5	Year 6
Induction/First week in September task!				
R11-To work collaboratively towards shared goals.				
Healthy Lifestyles	<p>H1- To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>H2- To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H3- To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>H4- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>H12- To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>H16- To learn what is meant by the term 'habit' and why habits can be hard to change.</p> <p>H17- To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>	<p>H1- To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>H2- To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>H3- To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>H4- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>H12- To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>H16- To learn what is meant by the term 'habit' and why habits can be hard to change?</p> <p>H17- To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>
Growing and Changing	<p>H5- For pupils to reflect on and celebrate their achievements, identify their</p>	<p>H8- To learn about change, including transitions (between key</p>	<p>H5- For pupils to reflect on and celebrate their achievements, identify their strengths, areas for</p>	<p>H8- To learn about change, including transitions (between key stages and schools), loss,</p>

	<p>strengths, areas for improvement, set high aspirations and goals.</p> <p>H6- For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>H7-For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>stages and schools), loss, separation, divorce and bereavement.</p> <p>H18- For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>improvement, set high aspirations and goals.</p> <p>H6- For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>H7- For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H18- For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>separation, divorce and bereavement.</p> <p>H18- To understand how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>H19- To learn about human reproduction.</p>
Keeping Safe	<p>H9- To differentiate between the terms, 'risk', 'danger', and 'hazard'.</p> <p>H10- To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this as an opportunity to build resilience.</p> <p>H11- To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>H13- How pressure to behave in unacceptable, unhealthy or</p>	<p>H21- To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22- To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p>	<p>H9- To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>H10- To deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>H11- To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>H13- To understand that pressure to behave in an unacceptable, unhealthy or risky way can come</p>	<p>H20- To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>H22- To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the</p>

	<p>risky ways can come from a variety of sources, including people they know and the media.</p> <p>H14- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>H15- To understand school rules about health and safety, basic emergency aid procedures, where and how to get help.</p>	<p>H25- How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>H23- To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>	<p>from a variety of sources, including people they know and the media.</p> <p>H14- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>H15- To understand school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>H21- To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p>	<p>distribution of images of themselves and others.</p> <p>H25- How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>H23- To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>H24- The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.)</p>
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Anti-Bullying week!

R14- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help.

R18- How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Spring- Living in the wider world				
	Year 3	Year 4	Year 5	Year 6

<p>Rights and Responsibilities</p>	<p>L1- For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>L2- For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>L3- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>L4- To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>L6 -To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying</p>	<p>L8- To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9- To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. L10- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>L12- To think about the lives of people living in other places, and people with different values and customs.</p> <p>L17- To explore and critique how the media present information.</p> <p>L18- To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others.</p>	<p>L1- For pupils to research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>L2- For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>L3- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>L4- To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>L6- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p>	<p>L5- To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p>L9- To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>L10- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>L11- To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>L12- To think about the lives of people living in other places, and people with different values and customs.</p> <p>L17- To explore and critique how the media present information.</p> <p>L18- To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of</p>
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	and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.		L8- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	being careful what you forward to others.
Money	L13- For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer L14- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.	L16- To learn what is meant by enterprise and begin to develop enterprise skills.	L13- To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. L14- For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).	L16- What is meant by enterprise and begin to develop enterprise skills.
Taking care of the environment	L7- To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	L15- To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	L7- To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	L15- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

Summer- Relationships

	Year 3	Year 4	Year 5	Year 6
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<p>Feelings and Emotions</p>	<p>R1- To be able to recognise and respond appropriately to a wider range of feelings in others. R9- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p>	<p>R15- To recognise and manage 'dares'.</p>	<p>R1- To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>R9- To develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R15- To recognise and manage 'dares'.</p>
<p>Healthy Relationships</p>	<p>R2- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. R4- To recognise different types of relationship, including those between acquaintances, friends, relatives and families. R7- To learn that their actions affect themselves and others. R8- To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>R12- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. R21- To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</p>	<p>R2- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. R4- To recognise different types of relationship, including those between acquaintances, friends, relatives and families. R5- To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p>	<p>R3- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R6- To understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. R20- To understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. R12- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p>

			<p><i>R19- To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</i></p> <p><i>R7- To understand that their actions affect themselves and others.</i></p> <p><i>R8- To judge what kind of physical contact is acceptable or unacceptable and how to respond.</i></p>	<p><i>R21- To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</i></p>
Valuing Difference	<p><i>R10- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</i></p> <p><i>R13- To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</i></p>	<p><i>R14- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help.</i></p> <p><i>R18- How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</i></p> <p><i>R16- To recognise and challenge stereotypes.</i></p>	<p><i>R10- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</i></p>	<p><i>R13- To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</i></p> <p><i>R16- To recognise and challenge stereotypes.</i></p> <p><i>R17- To understand the difference between, and the terms associated with sex, gender identity and sexual orientation.</i></p>