

Stukeley Federation
PSHE Curriculum Progression

		KS1		KS2			
	EYFS (ELG & Development Matters Statements for Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Well Being	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>See themselves as a valuable individual.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Know and talk about the different factors that support their overall health and well-being:</p> <ul style="list-style-type: none"> -regular physical activity -Healthy eating, -toothbrushing, -sensible amounts of screen time, -having a good sleep routine, -being a safe pedestrian. 	<p>To know about different kinds of feelings and can develop simple strategies to manage feelings.</p> <p>To know how it feels when there is change or loss</p> <p>To recognise what they are good at and set simple goals</p> <p>To know about basic personal hygiene routines and why these are important.</p> <p>To know about some of the things that keep our bodies healthy and begin to understand they can make healthy choices.</p>	<p>Pupils know about a wider range of feelings, both good and not so good. To know that people can experience conflicting feelings at the same time. To know about describing their feelings to others. To know about the kinds of change that happen in life and the feelings associated with this. To know about managing risk in familiar situations and keeping safe</p> <p>To recognise their achievements and set personal targets for the future</p> <p>Pupils understand that simple hygiene routines can prevent the spread of bacteria and viruses.</p> <p>To know what makes a balanced lifestyle including what makes up a balanced diet, to know about opportunities to make their own choices about food and what influences their choices. To know that images in the media do not necessarily reflect reality</p>	<p>To know how to further describe the range and intensity of their feelings to others. How to manage complex or conflicting emotions. To learn about coping with change and transition - how this relates to bereavement and the process of grieving. To learn strategies for managing risk</p> <p>To learn about different ways of achieving and celebrating personal goals and how having high aspirations can support personal achievements.</p> <p>To understand how the spread of infection can be prevented.</p> <p>To learn about the benefits of a balanced diet. To develop skills to help make their own choices about food. To understand how images in the media can distort reality and how this can affect how people feel about themselves. To learn about mental and emotional health and how to make informed choices that contribute to a 'balanced lifestyle'</p>			

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		<p>To understand about rules for keeping safe (in familiar and unfamiliar situations) and how to ask for help if they are worried about something about privacy in different contexts.</p> <p>To know that household products, including medicines, can be harmful if not used correctly.</p> <p>To understand about growing, changing and becoming more independent. Learn to use the correct names for the main parts of the body of boys and girls.</p>	<p>Pupils to understand about the importance of school rules for health and safety and know how to get help in an emergency.</p> <p>To learn about what is meant by a habit and how habits can be hard to change. To know about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco).</p> <p>To understand about the changes that happen in puberty.</p> <p>To develop strategies for keeping safe including road safety, safety in the environment and keeping safe online.</p> <p>Pupils to recognise people who help them stay healthy and safe.</p> <p>Pupils know about feeling negative pressure and how to manage this.</p>	<p>To know about habits (in relation to drug, alcohol and tobacco and know some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</p> <p>To learn about the changes that happen at puberty, about human reproduction in the context of the human lifecycle, how a baby is made and how it</p> <p>To know the skills needed in an emergency.</p> <p>To develop strategies for managing personal safety and what to consider before sharing pictures of themselves and others online.</p> <p>To know who is responsible for their health and wellbeing and where to get help advice and support.</p> <p>To know about different influences on behaviour, including peer pressure and media influence. How to resist unhelpful pressure and ask for help</p>
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<p>Relationships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to own and other's needs.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Pupils learn about how other people are feeling, how to share their own feelings with others.</p> <p>To learn about different types of behaviour and how this can make others feel.</p> <p>To learn about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid.</p> <p>To learn to share their views and opinions with others listen to others and play cooperatively.</p>	<p>Pupils to recognise a wider range of feelings in others, how to respond to how others are feeling and how actions can affect ourselves and others.</p> <p>Pupils to judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To understand the concept of of keeping something confidential or secret and when they should or should not agree to keeping a secret.</p> <p>To be able to listen and respond respectfully to a wide range of people and share their own points of view. To be able to work collaboratively toward shared goals, develop strategies to solve disputes and conflicts amongst themselves and their peers</p>	<p>How to respond appropriately to a wider range of feelings in others about different types of relationships (friends, families, couples, marriage, civil partnership). To know what constitutes a positive, healthy relationship.</p> <p>To understand the consequences of their actions on themselves and others. To be able to judge whether physical contact is acceptable or unacceptable and know how to respond.</p> <p>To understand about confidentiality, know times when it appropriate and necessary to break a confidence.</p> <p>To respectfully listen to others but raise concerns and challenge points of view when necessary</p>
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	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	<p>To learn the importance for respect for the differences and similarities between people</p> <p>To know that bodies and feelings can be hurt and that hurtful teasing and bullying is wrong. To know what to do if teasing and bullying is happening. To learn about special people in their lives and appropriate and inappropriate touch.</p>	<p>To learn about differences and similarities between people, but understand everyone is equal.</p> <p>To be able to recognise bullying, know how to respond and to get help. To learn to recognise and manage dares and to recognise and challenge stereotypes. Pupils should be also able to understand the importance of keeping personal boundaries and the right to privacy.</p>	
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<p>Living in the wider community</p>	<p>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> <p>Pupils learn about group and class rules and why they are important. Explain the reasons for rules, know right from wrong and behave accordingly.</p>	<p>Pupils learn about group and class rules and why they are important.</p> <p>To know about respecting the needs of ourselves and others</p>	<p>To learn about the ways in which rules and laws keep people safe, to take part in making and changing rules and to understand that everyone has human rights.</p>	<p>To research, discuss and debate issues concerning health and wellbeing. To understand why and how laws and rules are made. How to take part in making and changing rules and the importance of human rights (and the Rights of the Child)</p>
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	<p>Be confident to try new activities and show independence resilience and perseverance in the face of challenge.</p>	<p>To learn about groups and communities that they belong to and how to look after the local environment.</p> <p>To know about the people who work in their community and how to get their help, including in an emergency.</p> <p>To learn where money comes from, what it is used for and how to keep money safe.</p>	<p>To learn what anti-social behaviour is and how it can affect people and how to get help and support.</p> <p>To learn about their responsibilities, rights and duties with the home, school and the environment.</p>	<p>To learn how anti-social behaviours can affect wellbeing and how to handle, challenge or respond to anti-social or aggressive behaviours.</p> <p>To know what it means to be a part of a community, about different groups / individuals that support the local community.</p> <p>To appreciate the range of national, regional, religious and ethnic identities of people living in the world.</p> <p>To learn about different kinds of responsibilities (home, school, community and the environment)</p> <p>To know about the importance of looking after money, including managing loans and debt</p>
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<p>Vocabulary</p>	<p>health, likes, dislikes, choices, achievements, strengths, goals, feelings, change, clean, dirty, hygiene, cleanliness, germs, growing, changing, young to old, independence, correct terminology, body parts, medicines, household products, safety, risk, online, rules, behaviour, fair/unfair,</p>	<p>health, likes, dislikes, choices achievements, strengths, goals, feelings, change, loss hygiene, cleanliness, germs growing, changing, young to old, independence, correct terminology, body parts, medicines, household products, safety, risk, online, rules behaviour, fair/unfair, secrets, views, opinions</p>	<p>balanced diet, influences media, images, reality/fantasy, achievements, aspirations, target-setting conflicting emotions, feelings, managing feelings transitions, loss, separation, divorce, bereavement, risk, danger, hazard, bacteria, virus, rules, habits, drugs, alcohol, tobacco, medicines, puberty, physical and emotional changes safety, online, personal information,</p>	<p>balanced diet, influences media, images, reality/fantasy, achievements, aspirations, target-setting conflicting emotions, feelings, managing feelings, transitions, loss, separation, divorce, bereavement risk, danger, hazard, bacteria, virus, rules, habits drugs, alcohol, tobacco, medicines, puberty, physical and emotional changes human reproduction, babies,</p>
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	<p>secrets, views, opinions, cooperating, resolving arguments, similarities, differences, physical contact, touch, acceptable, unacceptable comfortable, teasing, bullying, rights, roles, environment, money, spending, saving,</p>	<p>cooperating, resolving arguments, similarities, differences, physical contact, touch, acceptable, unacceptable comfortable, teasing, bullying rights, roles, environment money, spending, saving,</p>	<p>viewpoints, opinions, actions, behaviour, consequences, rules, laws, children's rights, anti-social behaviour, aggression, bullying, communities, volunteers, pressure groups, money, spending, saving, budgeting, money, interest, loan, sustainability, enterprise,</p>	<p>sexual intercourse, pregnancy, contraception, parents/carers safety, roads, cycle, rail, water, fire safety, online, personal information, passwords, images, advice, friendships, families, couples, positive relationships relationships, unhealthy, pressure committed loving relationships, civil partnerships, marriage, actions, behaviour, consequences physical contact, touch, acceptable, unacceptable disputes, conflict, feedback, support, negotiation, compromise, equality, identity, stereotypes, discrimination bullying, human rights, children's rights, communities, volunteers, pressure money, spending, saving, budgeting sustainability, enterprise, enterprise skills, entrepreneurs</p>
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