

P.S.H.E. Progression Document

Being Me in My World							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly To explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>To understand the rights and responsibilities of a member of a class and know that they are safe in their class To identify helpful behaviours to make the class a safe place To understand that they are special and that their views are important To understand that they have choices and that their choices have consequences To identify what it is like to feel proud of an achievement</p>	<p>To understand the rights and responsibilities of class members and how to make their class a safe and fair place To know that it is important to listen to other people and understand that their own views are valuable To know that positive choices impact positively on self-learning and the learning of others and that there are rewards and consequences linked to their choices</p>	<p>To understand that they are important To know that others may hold different views To understand what a challenge is and know what a personal goal is To know that actions can affect others' feelings To know why rules are needed and how these relate to choices and consequences To know that the school has a shared set of values To identify personal strengths To recognise feelings of happiness, sadness, worry and fear in themselves and others</p>	<p>To know how individual attitudes and actions make a difference to a class To know that their own actions affect themselves and others To know about the different roles in the school community and their place within it To understand why the school community benefits from a Learning Charter To know what democracy is (applied to pupil voice in school) and that having a voice and democracy benefits the school community To know how groups work together to reach a consensus To know how to regulate their emotions To identify and recognise feelings associated with being included or excluded and being motivated or unmotivated</p>	<p>To understand how to set personal goals and know how to face new challenges positively To understand the rights and responsibilities associated with being a citizen in the wider community and their country To understand how democracy and having a voice benefits the school community To know how an individual's behaviour can affect a group and the consequences of this. To know about and be able to help friends make positive choices To know how to regulate their emotions.</p>	<p>To know how to set goals for the year ahead To know about Children's Universal Rights (United Nations Convention on the Rights of the Child) To know about the lives of children in other parts of the world and that personal choices can affect others locally and globally To know that other children have their own wants and needs and recognise these can be different to our own To understand that their own choices result in different consequences and rewards and know how to regulate their emotions To understand how democracy and having a voice benefits the school community and know how to contribute towards the democratic process To know how an individual's behaviour can impact on a group To know what effective group work is and be able to contribute towards a group task To know how democracy and having a voice benefits the school community</p>

Celebrating Difference

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG –</p> <p>To 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</p> <p>To explain some similarities and differences between life in this country and life in other countries</p>	<p>To know that people have differences and similarities and that people are unique and it is okay to be different</p> <p>To know what bullying means and who to tell if someone, including themselves, is being bullied or is feeling unhappy</p> <p>To know ways to help a person who is being bullied</p> <p>To understand how being bullied might feel</p> <p>To know skills to make friendships</p>	<p>To know there are stereotypes about boys and girls and that it is okay not to conform to gender stereotypes and be yourself</p> <p>To know that friends can be different and still be friends</p> <p>To know the difference between a one-off incident and bullying and where to get help if they are being bullied</p> <p>To know that sometimes people get bullied because of difference</p> <p>To know the difference between right and wrong and the role that choice has to play in this</p>	<p>To know why families are important and that sometimes family members don't get along and some reasons for this</p> <p>To know that everybody's family is different</p> <p>To know that conflict is a normal part of relationships and use the 'solve it together' technique to calm and resolve conflicts with friends and family</p> <p>To know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>To know that some words are used in hurtful ways and that this can have consequences</p> <p>To be able to problem solve a bullying situation accessing appropriate support if necessary</p>	<p>To know that sometimes people make assumptions about a person because of the way they look or act and know that first impressions can change</p> <p>To identify their own uniqueness and be comfortable with the way they look</p> <p>To know that there are influences that can affect how we judge a person or situation</p> <p>To identify influences that have made them think or feel positively or negatively about a situation</p> <p>To know what to do if they think bullying is, or might be taking place</p> <p>To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>To know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>To revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p>	<p>To know what culture means and that differences in culture can sometimes be a source of conflict</p> <p>To identify their own culture and different cultures within their class community</p> <p>To know what racism is and why it is unacceptable</p> <p>To identify their own attitudes about people from different faith and cultural backgrounds</p> <p>To develop respect for cultures different from their own</p> <p>To know that bullying can be direct and indirect and that rumour spreading is a form of bullying on and offline</p> <p>To know external forms of support in regard to bullying e.g. Childline</p> <p>To identify a range of strategies for managing their own feelings in bullying situations</p> <p>To identify some strategies to encourage children who use bullying behaviours to make other</p>	<p>To know that there are different perceptions of 'being normal' and where these might come from and empathise with people who are different</p> <p>To empathise with people who are different and be aware of my own feelings towards them</p> <p>To know why some people choose to bully others, that power can play a part in a bullying or conflict situation and that people can hold power over others individually or in a group</p> <p>To be able to recognise when someone is exerting power negatively in a relationship</p> <p>To identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>To know and use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>To know that being different could affect someone's life</p> <p>To understand that difference can be a source of celebration as well as conflict</p>



						<p>choices</p> <p>To know how their life is different from the lives of children in the developing world</p> <p>To appreciate the value of happiness regardless of material wealth</p>	<p>To know that people with disabilities can lead amazing lives</p>
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Dreams and Goals

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>	<p>To know how to set simple goals, how to achieve a goal and know when it has been achieved To know how to identify obstacles which make achieving their goals difficult and work out how to overcome them To know that tackling a challenge can stretch their learning To know how to work well with a partner</p>	<p>To know how to choose a realistic goal and think about how to achieve it, including the importance of perseverance To know how to share success with other people To know how to recognise what working together well looks like and what good group working looks like To recognise how they worked well within a group and know how to share their success with others</p>	<p>To know what dreams and ambitions are important to them To know about specific people who have overcome difficult challenges to achieve success To know how they can best overcome learning challenges To know that they are responsible for their own learning To know what their strengths are as a learner To be able to break down a goal into smaller steps and recognise how other people can help them achieve their goals To know what an obstacle is, how they can hinder achievement, manage feelings of frustration linked to obstacles and how to take steps to overcome them To know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>To know what their own hopes and dreams are and that hopes and dreams don't always come true To identify the feeling of disappointment and a time when they have felt disappointed To know that reflecting on happy experiences and having a positive attitude can help them to counteract disappointment To know how to work out the steps they need to take to achieve a goal To know how to make a new plan and set new goals even if they have been disappointed To know how to enjoy and work as part of a successful group and how to share in the success of a group</p>	<p>To know that they will need money to help them to achieve some of their hopes and dreams To know that young people from different cultures may have different dreams and goals To know about a range of jobs that are carried out by people they know To know the types of job they might like to do when they are older To know that different jobs pay more money than others To know that communicating with someone from a different culture means that they can learn from them and vice versa To know ways that they can support young people in their own culture and abroad To understand and appreciate the opportunities learning and education can give them To identify and reflect on the differences between their own learning goals</p>	<p>To know their own learning strengths, how to set realistic and challenging goals and know what the learning steps they need to take to achieve their goal To know how to give praise and compliments to other people when they recognise that person's achievements To understand why it is important to stretch the boundaries of their current learning To recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances and empathise To know a variety of problems that the world is facing To know some of the ways in which they could work with others to make the world a better place To know what their classmates like and admire about them</p>



						<p>and those of someone from a different culture To understand why they are motivated to make a positive contribution to supporting others</p>	
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Healthy Me							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>To know the difference between being healthy and unhealthy and know some ways to keep healthy To know how to make healthy lifestyle choices To know that germs cause disease or illness and know how to keep themselves clean and healthy To know that all household products, including medicines, can be harmful if not used properly To know that medicines can help them if they feel poorly To know about people who can keep them safe</p>	<p>To know what their body needs to stay healthy To know why healthy snacks are good for their bodies and how to make some healthy snacks To know which foods give their bodies energy To know what relaxed means and what makes them feel relaxed or stressed To know how medicines work in their bodies and that it is important to use medicines safely</p>	<p>To know how exercise affects their bodies and why their hearts and lungs are such important organs To know that their bodies are complex and need taking care of and respect their bodies and appreciate what they do To know that the amount of calories, fat and sugar that they put into their bodies will affect their health and recognise what it feels like to make a healthy choice To know that there are different types of drugs and identify how they feel about drugs To know that there are things, places and people that can be dangerous and know a range of strategies to keep themselves safe To know when something feels safe or unsafe</p>	<p>To know how different friendship groups are formed, how they fit into them and know which friends they value most To identify the feelings that they have about their friends and different friendship groups To recognise how different people and groups they interact with impact on them To know that there are leaders and followers in groups and that they can take on different roles according to the situation To know the facts about smoking and its effects on health and some of the reasons why some people start to smoke To know some of the reasons some people drink alcohol and know the facts about alcohol and its effects on health, particularly the liver To identify the feelings of anxiety and fear associated with peer pressure and know ways to resist when people are putting pressure on them and what</p>	<p>To know the health risks of smoking and how smoking tobacco affects the lungs, liver and heart To know some of the risks linked to misusing alcohol, including antisocial behaviour To identify ways to keep themselves calm in an emergency To know how to get help in emergency situations and some basic emergency procedures, including the recovery position To know that the media, social media and celebrity culture promotes certain body types To know what makes a healthy lifestyle and the different roles food can play in people's lives To know that people can develop eating problems or disorders related to body image pressure To accept and respect themselves for who they are, including respecting and valuing their own bodies</p>	<p>To know how to take care of and responsibility for their own health and be motivated to do so To know how to make choices that benefit their own health and well-being To know about different types of drugs and their uses To know how these types of drugs can affect people's bodies, especially their liver and heart To know why some people join gangs and the risk that this can involve To know that some people can be exploited and made to do things that are against the law To identify ways that someone who is being exploited could help themselves To know what it means to be emotionally well and that stress can be triggered by a range of things To use different strategies to manage stress and pressure To know that being stressed can cause drug and alcohol misuse To recognise that people</p>



					they think is right and wrong	To be motivated to keep themselves healthy and happy	have different attitudes towards mental health and illness
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Relationships							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG -</p> <p>To work and play cooperatively and take turns with others</p> <p>To form positive attachments to adults and friendships with peers</p> <p>To show sensitivity to their own and to others' needs</p>	<p>To know that everyone's family is different and that there are lots of different types of families</p> <p>To know that families are founded on belonging, love and care</p> <p>To know how to make a friend and the characteristics of healthy and safe friendships</p> <p>To know that physical contact can be used as a greeting</p> <p>To know about the different people in the school community, how they help and who to speak to if help is needed</p>	<p>To know that everyone's family is different and that families function well when there is trust, respect, care, love and co-operation</p> <p>To know that there are lots of forms of physical contact within a family and know how to say stop if someone is hurting them</p> <p>To know that friendships have ups and downs and sometimes change with time</p> <p>To know some reasons why friends have conflicts and how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>To know what trust is and that there are good secrets and worry secrets and why it is important to share worry secrets</p>	<p>To know that different family members carry out different roles or have different responsibilities within the family</p> <p>To know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc.</p> <p>To identify the responsibilities they have within their family</p> <p>To know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>To know some strategies for keeping themselves safe online</p> <p>To know how to access help if they are concerned about anything on social media or the internet</p> <p>To know that the lives of children around the world can be different from their own and that they and all children have rights (UNCRC)</p> <p>To know how some of the actions and work of people around the world help and influence their life</p> <p>To identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>To identify feelings and emotions that accompany jealousy</p> <p>To know some reasons why people feel jealousy and that jealousy can be damaging to relationships</p> <p>To identify people who are special to them and express why</p> <p>To identify the feelings and emotions that accompany loss and know that loss is a normal part of relationships and that negative feelings are a normal part of loss</p> <p>To know that memories can support us when we lose a special person or animal</p> <p>board friendships and that sometimes it is better for a friendship or relationship to end if it is causing negative feelings or is unsafe</p>	<p>To know that a personality is made up of many different characteristics, qualities and attributes</p> <p>To be able to suggest strategies for building their self-esteem or that of others</p> <p>To know that belonging to an online community can have positive and negative consequences</p> <p>To know that there are rights and responsibilities in an online community or social network</p> <p>To identify when an online community or social media group feels risky, uncomfortable, or unsafe</p> <p>To be able to suggest strategies for staying safe online and on social media</p> <p>To know that there are rights and responsibilities when playing a game online</p> <p>To identify when an online game is safe or unsafe</p> <p>To know that too much screen time isn't healthy</p> <p>To know how to stay safe when using technology to communicate with friends</p>	<p>To know that it is important to take care of their own mental health and the ways that they can take care of their own mental health</p> <p>To recognise that people can have problems with their mental health and that it is nothing to be ashamed of</p> <p>To take responsibility for their own safety and well-being</p> <p>To know that sometimes people can try to gain power or control them</p> <p>To recognise when they are feeling grief and know the stages of grief</p> <p>To know that there are different types of loss that cause people to grieve</p> <p>To know some of the dangers of being 'online'</p> <p>To know how to use technology safely and positively to communicate with their friends and family</p>



Changing Me

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>To know that animals, including humans have a life cycle To know that changes happen when we grow up and that we grow up at different rates and that it is normal To know the names of male and female private body parts To know that there are correct names for private body parts and nicknames, and when to use them To know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these To know who to ask for help if they are worried or frightened To know that learning brings about change</p>	<p>To know that aging is a natural process, including old age To know how their bodies have changed from when they were a baby and that they will continue to change as they age To know the physical differences between male and female bodies To know the correct names for private body parts and that private body parts are special and that no one has the right to hurt these To know who to ask for help if they are worried or frightened To know there are different types of touch and that some are acceptable, and some are unacceptable</p>	<p>To know that in animals and humans lots of changes happen between conception and growing up and know some of the changes that happen between being a baby and a child To know that in nature it is usually the female that carries the baby To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops To know that babies need love and care from their parents or carers To identify stereotypical family roles and challenge these ideas e.g. it might not be Mum who does the laundry To know that the male and female bodies need to change at puberty so they can make babies when they are adults To express how they feel about puberty and know who they can talk to if they have any worries To know some of the outside and inside body changes that happen during puberty To identify changes they are looking forward to in the next year To be able to suggest ways</p>	<p>To be able to appreciate their own uniqueness and that of others To know that babies are made by a sperm joining with an ovum To know that personal characteristics are inherited from birth parents To know the names of the different internal and external body parts that are needed to make a baby To know how the female and male body change at puberty To know that personal hygiene is important during puberty and as an adult To express any concerns they have about puberty To know who they can talk to about puberty if they are worried To know that change is a normal part of life and that some changes cannot be controlled and have to be accepted To know that change can bring about a range of different emotions and have strategies for managing these emotions</p>	<p>To know what perception means and that perceptions can be right or wrong To know that becoming a teenager involves various changes, bringing growing responsibility To know how girls' and boys' bodies change during puberty To understand the importance of looking after themselves physically and emotionally To recognise that puberty is a natural process that happens to everybody and ask questions about puberty to seek clarification To know who they can talk to if concerned about puberty or becoming a teenager or adult To know that sexual intercourse can lead to conception To know that some people need help to conceive and might use IVF</p>	<p>To know how girls' and boys' bodies change during puberty To understand the importance of looking after themselves physically and emotionally To express how they feel about the changes that will happen to them during puberty To know how a baby develops from conception through the nine months of pregnancy and how it is born To recognise how they feel when they reflect on the development and birth of a baby To know how being physically attracted to someone changes the nature of a relationship To understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to To know the importance of self-esteem and what they can do to develop it To know what they are looking forward to and what</p>



Chestnuts
PRIMARY SCHOOL



Inspiring Futures
through Learning

				to help manage their feelings during changes they are more anxious about			they are worried about when thinking about transition to secondary school To know and use strategies to prepare themselves emotionally for the transition to secondary school
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