Chestnuts PRIMARY SCHOOL

Inspiring Futures through Learning

P.S.H.E. Progression Document

Being Me in My World								
Curriculum Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To be able to identify different feelings, happiness, fear, sadness etc. To be able to show different feelings using drawing To be able to make sense of their own life-story and family's history To have clear and sensible rules for everybody to follow To follow and remember rules and have an understanding as to why they are important To be able to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	To express their own feelings through drawing To be able to watch and talk about dance and performance art, expressing their feelings and responses To explore the natural world around them To be able to describe what they see, hear and feel whilst outside To sit at a table in a quiet, purposeful space that is free from distraction To be able to understand some rules and follow simple verbal and visual reminders To be able to develop patience and self-control when turn taking and lining up To see themselves as a valued individual To identify and moderate their own feelings socially and emotionally	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	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	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	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	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.	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

						motivated or unmotivated		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
Celebrating Difference								
Curriculum Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To develop positive attitudes about the differences between people To know that there are different countries in the world and talk about the differences they have experienced or seen in photos To be able to find solutions to conflicts and rivalries To understand gradually how others might be feeling	To be able to compare and contrast characters from stories, including figures from the past To be able to understand that some places are special to members of their community To be able to recognise that people have different beliefs and celebrate special times in different ways To be able to recognise some similarities and	To know that people have differences and similarities, and that people are unique and it is okay to be different To know what bullying means and who to tell if someone, including themselves, is being bullied or is feeling unhappy To know ways to help a person who is being bullied To understand how being bullied might feel To know skills to	To know there are stereotypes about boys and girls and that it is okay not to conform to gender stereotypes and be yourself To know that friends can be different and still be friends To know the difference between a one-off incident and bullying and where to get help if they are being bullied To know that sometimes people get bullied because	To know why families are important and that sometimes family members don't get along and some reasons for this To know that everybody's family is different 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 To know what it means to be a	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 To identify their own uniqueness and be comfortable with the way they look To know that there are influences that can affect how we judge a person or situation To identify influences that have	To know what culture means and that differences in culture can sometimes be a source of conflict To identify their own culture and different cultures within their class community To know what racism is and why it is unacceptable To identify their own attitudes about people from different faith and cultural backgrounds To develop respect for cultures different	To know that there are different perceptions of 'being normal' and where these might come from and empathise with people who are different To empathise with people who are different and be aware of my own feelings towards them To know why some people choose to bully others, that power can play a part in a bullying or conflict situation and

		differences between life in this country and life in other countries	make friendships	of difference To know the difference between right and wrong and the role that choice has to play in this	witness to bullying and that a witness can make the situation worse or better by what they do To know that some words are used in hurtful ways and that this can have consequences To be able to problem solve a bullying situation accessing appropriate support if necessary	made them think or feel positively or negatively about a situation To know what to do if they think bullying is, or might be taking place To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying To know the reasons why witnesses sometimes join in with bullying and don't tell anyone To revisit the 'Solve it together' technique to practise conflict and bullying scenarios	from their own To know that bullying can be direct and indirect and that rumour spreading is a form of bullying on and offline To know external forms of support in regard to bullying e.g. Childline To identify a range of strategies for managing their own feelings in bullying situations To identify some strategies to encourage children who use bullying behaviours to make other choices To know how their life is different from the lives of children in the developing world To appreciate the value of happiness regardless of material wealth	that people can hold power over others individually or in a group To be able to recognise when someone is exerting power negatively in a relationship To identify different feelings of the bully, bullied and bystanders in a bullying scenario To know and use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict To know that being different could affect someone's life To understand that difference can be a source of celebration as well as conflict To know that people with disabilities can lead amazing lives
Dreams and Goals								
Curriculum Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To show interest in different	To show resilience and perseverance in	To know how to set simple goals, how to	To know how to choose a realistic	To know what dreams and	To know what their own hopes and	To know that they will need money to	To know their own learning strengths,

	occupations To become more confident in new social situations	the face of challenge	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	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	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	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	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	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

					time		them To identify and reflect on the differences between their own learning goals and those of someone from a different culture To understand why they are motivated to make a positive contribution to supporting others	To know what their classmates like and admire about them
Healthy Me								
Curriculum Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To begin to understand the need to respect and care for the natural environment and all living things To be able to become more confident, competent, creative and adaptive movers To be increasingly independent in meeting their own care needs, e.g., brushing their teeth and washing their hands To make healthy choices about food,	To use a space to practise movement skills by ourselves and with others To be outside several times a day To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball To manage their own personal hygiene To know and talk about the different factors that support their overall health and wellbeing	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 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	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	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	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	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

	drink, activity and toothbrushing		To know that medicines can help them if they feel poorly To know about people who can keep them safe		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	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 they think is right and wrong	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 To be motivated to keep themselves healthy and happy	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 have different attitudes towards mental health and illness
Relationships								
Curriculum Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To play with other children, extending and elaborating play ideas	To work collaboratively, sharing ideas,	To know that everyone's family is different and that	To know that everyone's family is different and that	To know that different family members carry out different roles or	To identify feelings and emotions that accompany jealousy	To know that a personality is made up of many different	To know that it is important to take care of their own

	To become more outgoing with unfamiliar people, in their safe context of their setting	resources and skills To talk about members of their immediate family and community To be able to name and describe people who are familiar to them To be able to take turns in a small group To build constructive and respectful relationships To be able to express their feelings and consider the feelings of others To think about the perspectives of others To understand how to listen to others and why it is important To use talk to help work out problems, organise thinking and activities and explain how things work and why they might happen	there are lots of different types of families To know that families are founded on belonging, love and care To know how to make a friend and the characteristics of healthy and safe friendships To know that physical contact can be used as a greeting To know about the different people in the school community, how they help and who to speak to if help is needed	families function well when there is trust, respect, care, love and co-operation 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 To know that friendships have ups and downs and sometimes change with time To know some reasons why friends have conflicts and how to use the Mending Friendships or Solve-it-together problem-solving methods To know what trust is and that there are good secrets and worry secrets and why it is important to share worry secrets	have different responsibilities within the family To know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. To identify the responsibilities they have within their family To know some of the skills of friendship, e.g. taking turns, being a good listener To know some strategies for keeping themselves safe online To know how to access help if they are concerned about anything on social media or the internet 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) To know how some of the actions and work of people around the world help and influence their life To identify their own wants and needs and	To know some reasons why people feel jealousy and that jealousy can be damaging to relationships To identify people who are special to them and express why 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 To know that memories can support us when we lose a special person or animal boand friendships and that sometimes it is better for a friendship or relationship to end if it is causing negative feelings or is unsafe	characteristics, qualities and attributes To be able to suggest strategies for building their self-esteem or that of others To know that belonging to an online community can have positive and negative consequences To know that there are rights and responsibilities in an online community or social network To identify when an online community or social media group feels risky, uncomfortable, or unsafe To be able to suggest strategies for staying safe online and on social media To know that there are rights and responsibilities when playing a game online To identify when an online game is safe or unsafe	mental health and the ways that they can take care of their own mental health To recognise that people can have problems with their mental health and that it is nothing to be ashamed of To take responsibility for their own safety and well-being To know that sometimes people can try to gain power or control them To recognise when they are feeling grief and know the stages of grief To know that there are different types of loss that cause people to grieve To know some of the dangers of being 'online' To know how to use technology safely and positively to communicate with their friends and family

					how these may be similar or different from other children in school and the global community		To know that too much screen time isn't healthy To know how to stay safe when using technology to communicate with friends	
Changing Me								
Curriculum Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To ask appropriate questions of others To speak confidently about own wants, needs and opinions To communicate about home and the community To share experiences with others To demonstrate friendly behaviour towards others and their opinion	To understand that everyone is unique and special To express how we feel when change happens To understand and respect the changes we see in ourselves and others To know who to ask for help if we are worried about change	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 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	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	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	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	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 who to ask for help if they are worried or frightened To know that learning brings about change	are acceptable, and some are unacceptable	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 to help manage their feelings during changes they are more anxious about	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	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	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 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