

Progression in PSHE

As Woodham Walter pupils make the transition to secondary school we want them to be able to . . .

Skills and Knowledge	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)
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Families and Relationships.

Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Name and describe different members of our family.</p> <p>Talking about people that hold a special place in my life. (Aren't We Amazing?)</p>	<p>Understanding that families offer love, care and support.</p> <p>Exploring how families are different to each other.</p> <p>Discussing ways to show respect for different families.</p> <p>To Understand that families look after us.</p> <p>To know some words to describe how people are related</p> <p>To know that some information about me and my family is personal.</p> <p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family. (Aren't We Amazing?)</p>	<p>Using respectful language to discuss different families.</p> <p>Learning that problems can occur in families and that there is help available if needed.</p> <p>To know that families are varied in the UK and across the world.</p> <p>To know that I can talk to trusted adults or services such as ChildLine if I experience family problems (Top Gear)</p>	<p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know if I have a problem, I can call ChildLine on 0800 1111.</p> <p>(Awe and Wonder, Back to the Future)</p>
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<p>Friendships</p>	<p>Developing strategies to help when sharing with others.</p> <p>To know that we share toys so that everyone feels involved and no one feels upset or left out. (Up, Up and Away)</p> <p>Exploring what makes a good friend. (Aren't We Amazing?)</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To understand that some problems in friendships might be more serious and need addressing. (Aren't We Amazing?)</p>	<p>Exploring ways to resolve friendship problems.</p> <p>To know that violence is never the right way to solve a friendship problem.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>Exploring physical and emotional boundaries in friendships. (The Magic of Nature)</p>	<p>Exploring the impact that bullying might have.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To know that a conflict is a disagreement or argument can occur in friendships.</p> <p>To know what attributes make a good friend.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Identifying ways to resolve conflict through negotiation and compromise. (Awe and Wonder, Back to the Future)</p>
<p>Respectful Relationships</p>	<p>Thinking about what it means to be a valued person.</p> <p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p>	<p>Recognising how other people show their feelings.</p> <p>To understand some ways people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p>	<p>Exploring the negative impact of stereotyping.</p> <p>To understand there are similarities and differences between people.</p> <p>To understand some stereotypes related to disability. (Mighty Metals)</p>	<p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Identifying ways to challenge stereotypes.</p> <p>To know that stereotypes can be unfair, negative and destructive. (Awe and Wonder, Back to the Future)</p>

	<p>Exploring the differences between us that make each person unique. (Aren't We Amazing, Autumn Days and Starry Nights)</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p> <p>(Up, Up and Away)</p>	<p>Exploring the ability to successfully work with different people.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p> <p>To understand what good manners are.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p>To understand some gender stereotypes related to jobs. (Aren't We Amazing)</p>	<p>Identifying who I can trust.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Learning about the effects of non-verbal communication.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To know the signs of good listening. (The Magic of Nature, Top Gear)</p>	<p>Discussing how and why respect is an important part of relationships.</p> <p>Exploring our positive attributes and being proud of these.</p> <p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost. (Awe and Wonder, Back to the Future)</p>
<p>Change and Loss</p>		<p>Exploring how loss and change can affect us.</p> <p>To know that there are ways we can remember people or events. (Heroes)</p>	<p>Discussing how to help someone who has experienced a bereavement.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives. (Top Gear)</p>	<p>Exploring the process of grief and understanding that it is different for different people.</p> <p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies. (Back to the Future)</p>

Skills and Knowledge	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)
Health and Wellbeing				
Health and prevention	<p>Discussing ways that we can take care of ourselves.</p> <p>To know that having a naturally colourful diet is one way to try and eat healthily. (It's a Wonderful World)</p>	<p>Learning how to wash hands properly.</p> <p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>Learning how to deal with an allergic reaction.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p> <p>Exploring the effect that food and drink can have on my teeth.</p> <p>To know that food and drinks with lots of sugar are bad for my teeth.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. (It's a Celebration)</p>	<p>Discussing why it is important to look after my teeth.</p> <p>Developing independence in looking after my teeth.</p> <p>To understand ways to prevent tooth decay.</p> <p>To know key facts about dental health. (Stone Age to Iron Age)</p>	<p>Developing independence for protecting myself in the sun.</p> <p>To understand the risks of sun exposure.</p> <p>Discussing ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends health.</p> <p>To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness. (Darwin's Delights, Sun, Moon and Stars)</p>

<p>Physical health and wellbeing</p>	<p>Exploring how exercise affects different parts of the body.</p> <p>To know that exercise means moving our body and is important.</p> <p>To know that yoga can help our bodies and minds relax. (It's a Wonderful World)</p>	<p>Exploring positive sleep habits.</p> <p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>Learning breathing exercises to aid relaxation.</p> <p>To know that breathing techniques can be a useful strategy to relax. (It's a Celebration)</p>	<p>Learning stretches which can be used for relaxation.</p> <p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet. (Around the World in 80 Days)</p>	<p>Considering food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Understanding the relationship between stress and relaxation. (Darwin's Delights, Sun, Moon and Stars)</p>
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<p>Mental wellbeing</p>	<p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Exploring coping strategies to help regulate emotions.</p> <p>To know some strategies to calm down.</p> <p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To name some different feelings and emotions.</p> <p>Exploring ways to moderate behaviour socially and emotionally.</p> <p>To know that I am a valuable individual.</p> <p>Coping with challenge when problem solving.</p>	<p>Identifying different ways to manage feelings.</p> <p>Exploring strategies to manage different emotions.</p> <p>To know the words to describe some positive and negative emotions.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>Developing empathy.</p> <p>Identifying personal strengths and qualities.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them. (It's a Celebration)</p>	<p>Exploring ways we can make ourselves feel happy or happier.</p> <p>Developing a growth mindset.</p> <p>To understand that mistakes can help us learn.</p> <p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>To know that mental health refers to our emotional wellbeing rather than physical.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p>	<p>Taking responsibility for my own feelings.</p> <p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p> <p>To understand that a number of factors contribute to my mental health (diet, exercise, rest)</p> <p>To know the effects technology can have on mental health. (Darwin's Delights, Sun, Mood and Stars)</p>
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	To know that I can learn from my mistakes. (It's a Wonderful World)		Being able to break down a problem in to smaller parts to overcome it. (Around the World in 80 Days)	
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Skills and Knowledge	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)
Safety and the Changing Body				
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>To know that some rules are in place to keep us safe.</p> <p>Exploring what it means to be a safe pedestrian.</p> <p>To know how to behave safely on the pavement and</p>	<p>Discussing the concept of privacy.</p> <p>To know that some types of physical contact are never appropriate.</p> <p>To know the PANTS rule.</p> <p>Understanding people's roles within the local community that help keep us safe.</p> <p>To know what to do if I get lost.</p>	<p>Identifying things people might do near roads which are unsafe.</p> <p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>To understand there are risks to sharing things online.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p> <p>To know the steps to take before sending a message online.</p>

	<p>when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p> <p>Identifying hazards that may be found at home.</p> <p>Exploring ways to stay safe online.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Learning how to behave safely near the road and when crossing the road. (Heroes)</p>	<p>Learning about the benefits and risks of sharing information online.</p> <p>Exploring ways to respond to cyber bullying or unkind behaviour online.</p> <p>To understand that cyberbullying is bullying which takes place online.</p> <p>Beginning to recognise unsafe digital content.</p> <p>To know that an email might be fake.</p> <p>Developing skills as a responsible digital citizen. (Traders and Raiders, Tomb Raiders)</p>	<p>To know some of the possible risks online.</p> <p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems. (Back to the Future, Victorians)</p>
<p>Drugs, alcohol and tobacco.</p>	<p>N/A</p>	<p>Learning what is and is not safe to put in or on our bodies.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>To know that medicine can help us when we are ill.</p> <p>Learning how to be safe around medicines.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>To understand that other people can influence our choices.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>To understand the risks associated with smoking tobacco. (Tomb Raiders)</p>	<p>Learning to make ‘for’ and ‘against’ arguments to help with decision making.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>To understand the risks associated with drinking alcohol. (Victorians)</p>

		(Heroes)		
The changing adolescent body.	N/A	To know that names of parts of my body. (Heroes)	Discussing some physical and emotional changes during puberty. To understand the physical changes to both male and female bodies as people grow from children to adults. (Eureka)	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different stages for different people. To understand how a baby is conceived and develops. (We'll Meet Again)

<p>Basic First Aid</p>	<p>N/A</p>	<p>Practising making an emergency phone call.</p> <p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service. (Heroes)</p>	<p>Learning what to do in a medical emergency, including calling the emergency services.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that asthma is a condition that causes airways to narrow.</p> <p>Learning how to help someone who is having an asthma attack. (Traders and Raiders)</p>	<p>Learning how to help someone who is choking.</p> <p>Learning about how to help someone who is bleeding.</p> <p>Placing an unresponsive patient into the recovery position.</p> <p>To know how to assess a casualty's condition. (Who Let the Gods Out?)</p>
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Skills and Knowledge	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)
Citizenship				
	<p>Beginning to understand why rules are important in school.</p> <p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary.</p> <p>Exploring the differences between people.</p> <p>Explaining why rules are in place.</p> <p>Recognising the groups that we belong to.</p> <p>Identifying positives and negatives about the school environment</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Learning how to discuss issues of concern. (It's a Wonderful World)</p>	<p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>Identifying local community groups.</p> <p>Discussing how local community groups support the community.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>To know that reusing items is of benefit to the local area.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p>	<p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Identifying appropriate ways to share views and ideas with others.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Learning about environmental issue relating to food. (Who Let the Gods Out?, Our Changing World)</p>

			<p>Discussing how we can help to protect human rights.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p> <p>Exploring how children's rights help them and other children.</p> <p>To understand the UN Convention on the Rights of the Child. (Traders and Raiders)</p>	
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Skills and Knowledge	Early Years Foundation Stage	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)
Economic Wellbeing				
		<p>Developing an understanding of how banks work.</p> <p>To know that coins and notes have different values.</p> <p>To know some of the ways children may receive money.</p> <p>Identifying whether something is a want or a need.</p>	<p>Discussing the range of feelings which money can cause.</p> <p>To know that budgeting money is important.</p> <p>Discussing the different attitudes people have to money.</p> <p>To understand the importance of tracking money.</p>	<p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Recognising differences in how people deal with money and the role of emotions in this.</p> <p>To know that when money is borrowed it needs to be paid back, usually with interest.</p>

		<p>Discussing what to do if we find money.</p> <p>To know that it is wrong to steal money.</p> <p>Discussing how to keep money safe.</p> <p>To know that banks are places where we can store our money.</p> <p>Exploring choices people make about money.</p> <p>Recognising that people make choices about how to spend money.</p> <p>(It's a Wonderful World)</p>	<p>Exploring the impact our spending can have on other people.</p> <p>Exploring the factors which affect whether something is value for money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p> <p>To know that many people will have more than one job or career in their lifetimes.</p> <p>(Underwater World)</p>	<p>To know that it is important to prioritise spending.</p> <p>To know that income is the amount of money received and expenditure is the amount of money people spend.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p> <p>Discussing some risks associated with gambling.</p> <p>To understand that different jobs have different routes in to them.</p> <p>(Explosive nature)</p>
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Year 6 - Identity
<p>Discussing the factors that make our 'identity'</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p> <p>To know that identity is the way we see ourselves and also how other people see us.</p> <p>(Tudors)</p>