

# PSHE Subject Progression Document

## Year 1

<b>Objective to teach</b>
<b>Health &amp; Well-Being</b>
<p>I can name the main parts of the body</p> <p>I understand the concept of male and female</p> <p>I know how to look after my body</p> <p>I know the role of medicines in promoting health and the reasons why people use them</p> <p>I know the school rules about personal hygiene and medicines</p> <p>I know that there are healthy and less healthy drinks and some drinks that are for adults (E.G. coffee, alcohol)</p> <p>I recognise the need for safety rules – road, rail, school environment, playground and home</p> <p>I know there are people and services who can help us</p> <p>I know who to go to if I need help</p> <p>I understand there are good and not so good secrets</p> <p>I know the importance of personal hygiene – regular washing, bathing, showering</p> <p>I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health</p> <p>I can make real informed choices that would improve my health and well-being.</p> <p>I know that change and loss can affect feelings, including moving home, losing pets, friends, or family.</p> <p>I know who to go to if I am worried</p> <p>I understand that I can find a range of information from the internet</p> <p>I can navigate age-appropriate websites</p> <p>I know what to do if I find something inappropriate online</p> <p>I know that the internet can be used to communicate with other people</p> <p>I understand that we should respect the work of others which is stored or presented electronically</p>
<b>Relationships</b>
<p>I know that there are different types of relationships – family, friends and others</p> <p>I know that family and friends should care for each other</p> <p>I know that there are different types of families 'Different Families, Same Love'</p> <p>I can play and work cooperatively</p> <p>I can listen to other people</p> <p>I can share appropriately</p> <p>I can recognise and name my feelings</p> <p>I can recognise that my behaviour affects others</p> <p>I can recognise there are different types of teasing</p> <p>I play a full part in the life of my classroom</p> <p>I can agree and follow rules for my group and classroom</p>
<b>Living in the Wider World</b>
<p>I can express a simple opinion, agreement and disagreement</p> <p>I can ask questions</p>

I know that we have to pay for what we buy

I can say what charities are for and what some might do

I know that money can come from different sources and can be used for different things

I understand the consequences of losing money or having it stolen

I know that there are some things people have to buy and other things that we choose to buy

I understand that it may not be possible to have everything you want, straight away, if at all

# PSHE Subject Progression Document

## Year 2

### **Objective to teach**

#### **Health & Well-Being**

I can name the main characteristics of boys and girls

I know the vocabulary of parts of the body including those related to Relationships and Sex Education (external genitalia)

I use appropriate language for body parts

I know which parts of my body are private

I know some vocabulary to describe the private parts of boys' and girls' bodies

I understand the importance of valuing one's own body and recognising its uniqueness

I know that individuals have rights over their own bodies, and that there are differences between good and bad touching – NSPCC 'Pants Rule'

I know that people can do different things according to age and development and that people grow from young to old

I recognise that peoples' needs change with age

I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends

I understand that all drugs can be harmful if not used properly

I know simple rules about medicines and other substances used in the home, including solvents and that they can be harmful if not used properly

I know the dangers associated with water and fire

I understand the difference between secrets and surprises

I know who to go to if I need help

I can make simple choices to improve my health and well-being

I know that the choices I make can have good and not so good consequences

I know that change and loss can affect feelings, including moving home, losing pets, friends, or family

I know who to go to if I am worried

I can use the internet purposefully to answer specific questions

I know that not everything on the internet is true

I am able to send suitable and purposeful emails with help

I can demonstrate an understanding of E-safety when communicating online

#### **Relationships**

I can listen to other people

I can recognise and name my feelings

I can recognise and say what I like and dislike

I can identify positive ways to face new challenges and be prepared for the transition to KS2

I can recognise and say what is fair / unfair, kind / unkind, right / wrong

I can recognise, name and deal with their feelings in a positive way

I begin to recognise the range of human emotions and some ways to deal with these

I can say what I am good at

I can set a simple goal

I can say how I can learn from my experiences  
I can listen to others and respect their viewpoints  
I can identify and respect differences and similarities between people  
I know that there are different types of bullying and teasing  
I know that bullying is wrong and know how to deal with bullying behaviours  
I know that other people's families may be similar or different from mine – 'Different Families, Same Love'

### Living in the Wider World

I can take part in discussions/simple debate with others about topical issues  
I know that people and other living things have needs and recognise my own responsibility to meet those needs  
I can contribute to the life of the class and the school  
I know that I belong to different groups and communities i.e. school, family  
I know what can be harmful to the environment  
I know some ways to look after my environment  
I can recognise the coins and notes we use  
I know different ways that money can be acquired, looked after and used for different purposes  
I know some of the essentials that have to be paid for  
I know that we can pay for things in a range of ways  
I begin to understand that money is a finite resource and needs to be managed  
I understand that the choices we make affect ourselves and others

# PSHE Subject Progression Document

## Year 3

### Objective to teach

#### Health & Well-Being

I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing

I can identify and explain how to manage the risks in different familiar situations.

I know how to ask for help

I can make judgements and decisions and use basic techniques for resisting negative peer pressure

I can list the commonly available substances and drugs that are legal and illegal and describe some of the effects and risks of these

I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways

I can make decisions and show assertiveness in situations relating to drug use

I can demonstrate basic safety procedures when using medicines

I know how to keep myself and others safe when using roads

I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need

I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs

I understand that it is alright to break a secret in order to keep me safe

I can use the internet purposefully to answer specific questions.

I know that not everything on the internet is true

I know the difference between communicating using email and online in a discussion forum

I am able to send suitable and purposeful emails

I can demonstrate an understanding of E-safety when communicating online

I can describe how my body has changed since I was a baby

#### Relationships

I can identify different types of relationships and show ways to maintain good relationships

I understand that relationships may change over time

I can judge what kind of physical contact is acceptable or unacceptable – building on Year 2 learning about private body parts and good / bad touching – NSPCC ‘Pants Rule’

I know who to go to if I need help

I can listen to and show respect for the views of others

I can identify positive ways to face new challenges

I know the importance of valuing myself

I can see my mistakes, make amends and set personal goals

I can explain how my actions have consequences for myself and others

I can describe the nature and consequences of bullying and express some ways of responding to it

I can empathise with other people and situations through topical issues, problems and event

## Living in the Wider World

I can participate in making and changing rules

I know why different rules are needed in different situations

I know that choices we make can impact on the local and global communities

I know where to find impartial advice to inform my decision making

I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity

I know there are different ways to gain money, including earning it through work

I know that it is possible to keep money safe by putting it into an 'account' in the bank, or building society

I can appreciate the real cost of some items and commodities

I know that families and individuals may have many commitments and may manage their money in a range of ways, depending on values, culture and income

I know that you can plan for future spending and how to save

I understand that money is a finite resource for individuals, institutions and the community

I am able to make comparisons between prices when deciding what is the best 'value for money'

I begin to understand why we have charities

# PSHE Subject Progression Document

## Year 4

### Objective to teach

#### Health & Well-Being

- I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media
- I can make informed choices about healthy eating and exercising
- I feel good about myself and my body
- I know the importance of taking care of my own body, whilst respecting cultural differences
- I understand the language used to describe changes and feelings
- I know some of the ways that my body and emotions will change as I grow into an adult
- I can use the internet as a resource to support my work, and begin to understand plagiarism
- I know that not everything on the internet is true and know what to do if I access something inappropriate
- I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones
- I understand the need to keep some information private in order to protect myself when communicating online
- I begin to recognise how electronic communications may be used for manipulation or persuasion
- I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences
- I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices
- I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances
- I know who to go to if I need help

#### Relationships

- I can identify different types of relationships and show ways to maintain good relationships
- I understand that relationships may change over time
- I can judge what kind of physical contact is acceptable or unacceptable – building on Year 2 learning about private body parts and good / bad touching – NSPCC 'Pants Rule'
- I know who to go to if I need help
- I can respond appropriately to other people's feelings
- I can acknowledge that others have different points of view
- I can describe some of the different beliefs and values in society, and demonstrate

respect and tolerance towards people different from me  
I can express my views confidently, when communicating with my peers and adults  
I can identify positive ways to face new challenges  
I can identify positive things about my own and others' achievements  
I can recognise the worth of other people

### Living in the Wider World

I can recognise aggressive and anti-social behaviours and their effects on individuals and communities  
I can make informed choices about my environment  
I understand that there is great diversity locally and across the world which affects peoples' choices  
I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression  
I can begin to develop an understanding that people have different financial circumstances  
I recognise the range of jobs carried out by people I know  
I understand and use larger sums of money in calculations  
I know a range of different ways to pay for things, some may involve debt or credit ('borrowing')  
I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different)  
I am able to keep track of spending, keeping accurate records  
I can make informed choices about charities, through prioritising, and in relation to my own values

# PSHE Subject Progression Document

## Year 5

### Objective to teach

#### Health & Well-Being

I can name and explain male and female body parts, relating to Sex and Relationship Education

I know the ways in which boys and girls grow and develop in puberty physically and emotionally

I understand the importance of good hygiene routines as I grow into an adult

I understand simple, safe routines to prevent the spread of bacteria and viruses

I can identify a range of risks connected to realistic and relevant drug situations for my age

I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences

I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks

I know the dangers from handling discarded syringes and needles

I 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'

I know who to go to if I need help

I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image

I know how to make informed healthy lifestyle choices

I can recognise the need to ask appropriate questions to find answers

I understand that good online research involves processing the information (rather than copying) and interpreting it for others

I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website

I recognise issues of copyright and the importance of acknowledging sources

I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness

I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school

I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users

I can evaluate my own use of web-publishing tools and how I present myself on-line

#### Relationships

I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way

I know where individuals, families and groups can get help and support

I am aware of different types of relationships including those between friends and

families, civil partnerships and marriage

I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with

I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, gender identity and disability (Equalities Act 2010)

I can express my views confidently and listen to and show respect for the views of others

I can resolve differences, looking at alternatives, making decisions and explaining choices

I can deal positively with my feelings and recognise a range of emotions in others

## Living in the Wider World

I know how to access local and national support groups

I can talk and write about my opinions

I know that circumstances in other countries and cultures may be different from our own

I know about Fair Trade and what it means

I know that individual and community rights and responsibilities need to be taken into account when making decisions

I understand that choices we make as individuals, a community and a nation impact internationally

I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances

I can recognise and challenge stereotypes

I know where to find impartial advice to inform my decision making

I know about the range of jobs carried out by people

I know and understand how I can develop skills to make a contribution in the future

I know that there are a range of earnings for different jobs

I am able to plan for future spending

I understand how and why people save

I can differentiate between essentials and desires – needs and wants

I understand 'value for money' and can make informed choices to get 'value for money'

I am able to understand and manage feelings about money, my own and others

I can discuss wider issues such as 'does money make you happy?'

# PSHE Subject Progression Document

## Year 6

### Objective to teach

#### Health & Well-Being

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I can name and explain the human reproductive organs in males and females

I know the ways in which boys and girls grow and develop in puberty

I know about human reproduction including conception and that this can be prevented

I know how to keep my body healthy and clean during puberty

I know some of the reasons why adults choose to have sex in a relationship

I understand that puberty occurs at different times for different people

I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing

I know basic emergency aid procedures and where to get help

I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I understand the influence of the media in relation to alcohol and drugs and know where to access reliable sources of information and support around substances

I am able to demonstrate resistance and safety skills confidently in a range of realistic scenarios involving smoking and alcohol and other hazardous substances

I understand the basic law in relation to substances

I can manage my time to include regular exercise

I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc.

I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website

I understand the issues of plagiarism, copyright and data protection in relation to my work

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school

I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming and mobile phones and how I present myself online

I understand the importance of protecting personal information, including passwords, addresses and images

## Relationships

I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way

I am able to recognise and challenge stereotypes

I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay, lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help

I know some of the ways that people show they love and care for each other in a relationship

I understand that families are important for having babies and bringing them up

I understand that abuse in relationships is against the law and know where people can go for help in this situation

I can identify positive ways to face new challenges and be prepared for the transition to Key Stage 3

I can identify positive things about myself and my achievements and set personal goals

I can recognise the difference between aggressive and assertive behaviour

## Living in the Wider World

I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities

I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself

I can take part more fully in school and community activities

I can demonstrate a sense of social justice and moral responsibility

I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment

I can research, discuss and debate topical issues, problems and events

I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

I am aware of how the media present information and that the media can be both a positive and negative influence

I know about the basic institutions that support democracy locally and nationally

I can make informed choices about my environment

I know how 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 myself

I understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

I am developing an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT)