

PSHE Curriculum Progression Overview



Year R - linked to the New Early Years Foundation Stage Framework 2021

Ongoing:

Curriculum Goal 1. To be a confident and collaborative learner

Core skills:

- To be able to choose what I want to do and to talk about what I am learning.
- To be able to play with my friends and talk with them about how to do things.

Curriculum Goal 8. To take part in and contribute to a community event.

Core skills:

- To use their imagination to think of ideas for activities.
- To be aware of the needs of their community.
- To work collaboratively with others to achieve a goal.

In Year R we will consider the 9 protected characteristics through images e.g. in the house role play and through inclusive stories:

All Are Welcome - Alexandra Penfold, My Friends and Me - Stefanie Stansbie, Part of the Party - Twinkle Story and Amazing Grace - Mary Hoffman.

	Autumn 1 Incredible Me	Autumn 2 Once Upon a Time	Spring 1 Superheroes	Spring 2 Growing	Summer 1 It's Bigger Than Me	Summer 2 I love....
	<p>To see themselves as valuable individuals.</p> <p>To select activities and use resources with increasing independence.</p> <p>To build constructive and respectful relationships with adults and peers.</p> <p>To increasingly follow rules and understand why rules are important.</p> <p>Children will also explore how they feel about starting school through stories such as "Max and Milly" and "Ruby's Worries."</p>	<p>To express their feelings and consider the feelings of others.</p> <p>Children will explore different feelings through the feelings thermometer.</p> <p>The words happy and sad will be explored through "Write Stuff."</p>	<p>To show resilience and perseverance in the face of challenge.</p> <p>Begin to challenge self and respond positively to adult challenge.</p> <p>Visits from dentist and school nurse.</p> <p>Intimate care – Year R – NSPCC Pants Video</p>	<p>To identify and moderate their own feelings socially and emotionally.</p>	<p>To manage their own needs.</p> <p>To reflect on learning and comment on ways to go about learning.</p>	<p>To think about the perspective of others.</p> <p>To comment on how they persevere.</p> <p>Children will plan the community event which will include baking and growing veg. Children will learn about the importance of "5 a day."</p>

Vocabulary: special, unique, resources, select, respect, friends, adults, rules, important, feel.	Vocabulary: feelings, thermometer, happy, sad, scared, worried, angry, exited.	Vocabulary: challenge, brave, perseverance, dentist, teeth, toothpaste, nurse, doctor, hospital.	Vocabulary: emotions, control, choices, social.	Vocabulary: needs, hungry, not, cold, thirsty, dressing, oral, health, reflect, learning, growth mindset.	Vocabulary: others, thoughtful, perspective, vegetables, fruit, "5 a day."
<p>PSED is a prime area of the Early Years Curriculum. Many of the aspects of this curriculum are covered on-goingly and in response to children's experiences . By the end of the year an expected child should:</p> <p>ELG 3 - Self-Regulation Show an understanding of their own feelings and those of others, and begin to self-regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG 4 - Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG 5 Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p>ELG 13 Talk about the lives of the people around them and their roles in society.</p> <p>ELG 14 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate maps.</p>					
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who is special to us? Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	What can we do about money? Living in the Wider World Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14 Meeting the needs of pupils (and staff) with medical conditions (including emergency evacuation)	What helps us to stay healthy? Health and Wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H39	Who helps us to keep safe? Health and Wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	How can we look after each other and the world? Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3
Vocabulary: Trusted adult, common features.	Vocabulary:	Vocabulary: Similarities, differences, special, unique, penis,	Vocabulary:	Vocabulary:	Vocabulary: Environment, recycling, climate

	Cash, coins, credit cards, bank, safe, save and generous	vulva, genitals, medical conditions, emergency evacuation.	“Being healthy,” hygiene, medicines, vaccinations.	Dentist, doctor, school nurse, coast guard.	change, growing, transition.
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes a good friend? Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	What is bullying? Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	What jobs do people do? Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8 Children and the court system - as part of “What jobs people do?” Mention lawyers, solicitors, judges – court system and social workers. Booklet to support Young Witness Support	What helps us to stay safe? Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	What helps us to grow and stay healthy? Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	How do we recognise our feelings? Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27
Vocabulary: Friendships, lonely, arguments.	Vocabulary: Bullying, behaviour, respect, permission, physical contact, uncomfortable, excluding, trusted adult.	Vocabulary: Earn (find out what jobs the children know about – look to extend ideas and vocabulary here) community, interests, court system, lawyers, solicitors and judges.	Vocabulary: Rules, restrictions, household products, familiar/unfamiliar environments, pressure, trustworthy.	Vocabulary: Dental health. Revise what the word healthy means.	Vocabulary: Bereavement, emotion wheel, discuss meaning of any of these words tht the ch have not come across before, “big feelings.”
Key Stage Two					
Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>How can we be a good friend? Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18</p>	<p>What keeps us safe? Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p> <p>Discuss health and safety at school and transporting pupils – mention how we always wear seat belts even if we are in a taxi or on a bus for a school trip.</p>	<p>Why should we eat well and look after our teeth? Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<p>What makes a community? Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8 Gangs and youth violence</p>	<p>What are families like? Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9</p> <p>When discussing different families mention that some ch might be adopted or fostered and what this means. The difference between private and public fostering. Also mention that some families may have family members in prison and what this means.</p>	<p>Why should we keep active and sleep well? Health and wellbeing Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14.</p>
<p>Vocabulary: Positive, loneliness, strategies, qualities, disputes, reconcile.</p>	<p>Vocabulary: Hazards, injury, reduce, protected, protective clothing, stabilizers, allergies, asthma, graze, transporting, seat belts.</p>	<p>Vocabulary: Healthy diet, benefits, nutritionally rich, oral hygiene, flossing, balanced diet, acidic, advice.</p>	<p>Vocabulary: Community (revise) faith, diverse, values, respectful, gangs, youth violence.</p>	<p>Vocabulary: Sa, prison, me sex parents, adopted, fostered, common features.</p>	<p>Vocabulary: Benefits, influences, decisions, quality, mood.</p>
<p>Year 4</p>					
<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

<p>What strengths, skills and interests do we have? Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25</p>	<p>How do we treat each other with respect? Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10 Honor based violence Domestic violence or domestic abuse (could be as part of the trigger trio.) Hate crime</p>	<p>How can we manage our feelings? Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23</p>	<p>How can our choices make a difference to others and the environment? Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34</p>	<p>How will we grow and change? Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34</p>	<p>How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>
<p>Vocabulary: Self-esteem, self-worth, Personal qualities, goal setting, managing “set backs” individuality, achievements, personal attributes.</p>	<p>Vocabulary: Courteous, human rights, responsibilities, affect, honor based violence, domestic violence/abuse, trigger trio, hate crime, reframe.</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>
<p>Self-esteem, self-worth, Year 5</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What makes up a person’s identity? Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality;</p>	<p>What decisions can people make with money? Living in the wider world Money; making decisions; spending and saving</p>	<p>How can we help in an accident or emergency? Health and wellbeing Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44</p>	<p>How can friends communicate safely? Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11,</p>	<p>How can drugs common to everyday life affect health? Health and wellbeing</p>	<p>What jobs would we like? Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31,</p>

NB – Red Text = extra teaching as part of safeguarding our children linked with our Safeguarding policy.

We will teach this in a simple, clear but informative manner so that the children can protect themselves.

Key Considerations when teaching PSHE:

1. Really important when teaching PSHE that we have some ground rules:

These should be discussed and understood by all, clear and practical, modelled by teacher, consistent and enforced, updated and visible in lessons.

For example: We listen, no judgement, right to pass, respect privacy etc.

2. Be aware of disclosures (report them in the usual manner) and mental health – particularly at the moment.

3. Be very careful about what resources you use and your language. We need to avoid any stereotypes particularly when considering LAC (looked after children) race, disabilities and LGBT families.

4. Outside agencies can be very helpful with PSHE but please check with PSHE lead before you book them as we need to check that they are providing quality resources in line with statutory guidance.

5. Protect yourselves as teachers. You do not have to share personal information - do let the ch know that you will answer questions another time if unsure.

A question box in the classroom can help with this.