

Skills & Knowledge Progression: PSHE

PSHE Association aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Personal, Social, Health and Economic (PSHE) education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life in modern Britain. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions... Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.</p> <p>Aims</p> <ul style="list-style-type: none"> Secure accurate and relevant knowledge, and have opportunities to turn that knowledge into personal understanding Have opportunities to explore, clarify and if necessary challenge, own and others' values, attitudes, beliefs and responsibilities Develop the skills, language and strategies needed in order to live healthy, safe, fulfilling, responsible and balanced lives. 	<p>We want our children to develop the skills and understanding needed to become open, principled and engaged citizens in contemporary society. We want them to know how to stay safe and make good decisions; how to protect their own rights and stand up for the rights of others; how to live a healthy lifestyle; and how to be ready for life and work beyond school. Moreover, they need to leave our school understanding and embracing the values of liberty, equality, democracy, the rule of law and a sense of right and wrong.</p> <p>To that end, we have built on both guidance from the PSHE Association and, in particular, the <i>One Decision</i> programme of study to provide an education that reflects the needs of our diverse community. We know that many of our children are vulnerable and that parts of Stevenage are not the safest places in which to grow up, and as a result we put a strong focus on the themes of <i>Keeping & Staying Safe</i> and <i>Being Responsible</i>. We also know that our town has high rates of smoking, obesity and teenage pregnancy, and therefore the themes of <i>Keeping Healthy</i> and <i>Relationships</i> are important to us, too. We further support our Relationship and Sex Education through a programme run each year by <i>Big Talk Education</i>, providing age-appropriate sessions to all children from Nursery to Year 6.</p> <p>Finally, we want our children to be engaged and active members of society, keen to share their ideas, become leaders in their community and pursue ambitious goals. To support this, we encourage open discussions in lessons, learn about money and the world of work and offer children opportunities to take on leadership roles.</p>

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations. 	<ul style="list-style-type: none"> RE - many themes (such as values, fairness, right and wrong) are shared between the subjects; assemblies are jointly planned by both subject leaders to cover a range of RE and PSHE topics. Geography & history - learning about values, public services, jobs, relationships and issues of equality in other countries and other times. Science - learning about food groups, healthy living, digestion, the heart and lungs and the impact of substances on our body. PE - keeping healthy and the importance of fitness for general health. Computing - eSafety is taught in both subject areas and needs to be considered whenever working online. Maths - working with money (particularly when using shopping as a context), calculating a budget. 	<ul style="list-style-type: none"> Have opportunities to develop their skills and knowledge in safe, real-life contexts (eg. <i>Hazard Alley, Kidzania, Crucial Crew</i>). Take on positions of responsibility and leadership within school (<i>School Council, Prefects, Sports Crew</i>). Participate in democracy, through annual School Council elections in Years 1-6 (with speeches, voting papers, a secret ballot and all votes counted.) Meet local leaders in a range of fields (councillors, faith leaders, business people etc.) and learn about their role and the skills they need to be successful. Participate in fundraising and other charity events (such as Race for Life, NSPCC Dance-a-thon, bake sales and food bank collections). Have regular opportunities to discuss personal views, ideas and beliefs in an open, trusting environment.

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Opportunities to develop and use Learning Powers in our curriculum

<p>Claudia Curiosity</p> 	<ul style="list-style-type: none"> • Showing curiosity when learning about complex issues • Asking questions about issues such as equality, fairness, 'good' and 'bad' decisions and the values which we should all live by • Exploring personal values, ideas and opinions • Taking risks to express individual responses to an issue • Challenging stereotypes, pre-conceived ideas and prejudices
<p>Isaac Independence</p> 	<ul style="list-style-type: none"> • Understanding how to analyse risks, recognise warning signs and make good decisions • Independently responding to issues • Taking responsibility for actions, and accepting (and learning from) their consequences • Tackling new situations and scenarios with growing confidence • Developing the decision making skills and sense of right and wrong needed by independent adults
<p>Eddy Empathy</p> 	<ul style="list-style-type: none"> • Being respectful of differences and valuing those things that make us all unique • Recognising emotions, the physical and mental effects that they have on us, and developing strategies for coping with these • Expressing ideas with honesty, and listening to the responses of others with tolerance and an open mind • Understanding the impact that actions and comments have on those around us • Taking the challenges and concerns faced by others into account when discussing issues
<p>Polly Perseverance</p> 	<ul style="list-style-type: none"> • Understanding that 'easy' choices are not always the best ones, and that long-term commitment is often needed to find success • Coping with setbacks and demonstrating ways to overcome problems • Setting ambitious but realistic goals, both for a given task and for life beyond school • Maintaining attention and clarifying information when being introduced to new ideas • Showing commitment to finding out answers and solving problems
<p>Ralph Reflectiveness</p> 	<ul style="list-style-type: none"> • Reflecting on the causes and effects of both our actions and those of others • Breaking challenges down into small steps and thinking problems through logically • Evaluating decisions, considering their implications and differentiating between appropriate and inappropriate, considerate and inconsiderate • Using findings from enquiries, investigations, discussion or artefact analysis to draw simple conclusions • Taking feedback from others into account and using this to consider next steps
<p>Chloe Cooperation</p> 	<ul style="list-style-type: none"> • Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions • Agreeing shared rules or principles through discussion, debate and compromise • Using listening and imitation to develop understanding • Working collaboratively to complete complex tasks • Treating both other individuals and other ideas with respect

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Year group	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Hazard Watch
Year 1	<ul style="list-style-type: none"> Understand road safety. Develop road sense. Explore real-life scenarios. 	<ul style="list-style-type: none"> Understand germs and how they spread. Know how to prevent the spread of germs. 	<ul style="list-style-type: none"> Recognise and name a range of feelings. Care about others. Know how to be a good friend. 	<ul style="list-style-type: none"> Understand the importance of preventing accidents. Recognise responsible and irresponsible actions. 	<ul style="list-style-type: none"> Be able to recognise and name emotions. Describe how emotions make us feel, both physically and mentally. 	<ul style="list-style-type: none"> Understand how online activity can affect others. Be able to recognise negative aspects of using technology. 		<ul style="list-style-type: none">
Year 2	<ul style="list-style-type: none"> Develop understanding of safe and unsafe scenarios. 	<ul style="list-style-type: none"> Understand how and why to brush teeth. Know the difference between healthy and unhealthy choices. 	<ul style="list-style-type: none"> Recognise and understand bullying behaviours. Know how to cope with bullying behaviours. Understand that feelings can be shown without words. Understand why it is important to care about other people's feelings. 	<ul style="list-style-type: none"> Name ways to improve at an activity/sport. Recognise the benefits of practising an activity/sport. Know how you can help other people. Understand the risks of talking to people you don't know well in the community. 	<ul style="list-style-type: none"> Learn a range of skills for coping with unpleasant / uncomfortable emotions. Be able to recognise and name emotions and their physical effects. 	<ul style="list-style-type: none"> Understand how online actions can affect others. Know the risks of sharing images without permission. 	<ul style="list-style-type: none"> Understand different ways we can receive money. Know how to keep money safe. Understand the importance of saving money. 	<ul style="list-style-type: none">
Year 3	<ul style="list-style-type: none"> Recognise people who keep us safe. Know how to stay safe in a range of scenarios. Understand hazards in the home and outside. Recognise warning signs for hazards. 	<ul style="list-style-type: none"> Know, describe and be able to practise simple safety rules about medicine. Know who we can accept medicine from. Combine understanding across Y1-3 to discuss healthy and unhealthy choices. 	<ul style="list-style-type: none"> Understand the difference between appropriate and inappropriate touch. Understand personal boundaries. Know who to talk to about worries (including NSPCC.) 	<ul style="list-style-type: none"> Describe what it feels like if something is borrowed and not returned. Know why it is wrong to steal. 	<ul style="list-style-type: none"> Recognise and name emotions and their physical effects, including the feeling of grief. Know a range of coping skills. Use learning from Y1-3 to discuss feelings and how to manage them. 	<ul style="list-style-type: none"> Identify possible dangers and consequences of talking to strangers online. Know how to keep safe in online chatrooms. Explore real-life scenarios. 		<ul style="list-style-type: none"> Know when and why should we call 999. Know what a hoax call is. Understand the danger of fire. Recognise the danger of texting while driving. Understand safe and unsafe choices.

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Year group	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Judgement & Values
Year 4	<ul style="list-style-type: none"> Identify strategies to keep ourselves and others safe. Identify a risky choice. 	<ul style="list-style-type: none"> Know and understand that too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. 	<ul style="list-style-type: none"> Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Know strategies for asking for help if needed. 	<ul style="list-style-type: none"> Understand the importance of being responsible in a range of situations. Discuss a range of situations where being on time is important. 	<ul style="list-style-type: none"> Understand how we can support others who feel lonely, jealous or upset. Understand and use a range of strategies for managing unpleasant emotions. 	<ul style="list-style-type: none"> Identify cyber-bullying and its consequences. Develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help. 	<ul style="list-style-type: none"> Know who pays for the services that keep us safe and healthy. Identify ways we can help those who look after us. Understand how education is funded. 	<ul style="list-style-type: none"> Understand that being different is OK. Describe the positive attributes of others. Understand how our judgements and opinions can affect others.
Year 5	<ul style="list-style-type: none"> Understand the potential outcome of taking risks. Recognise peer pressure and its dangers. Explore a range of scenarios to develop strategies to deal with peer pressure. 	<ul style="list-style-type: none"> Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know how smoking can affect future health. 	<ul style="list-style-type: none"> Know what puberty means, understand the changes that boys and girls may go through and the reasons for this. Develop coping strategies to help with the different stages of puberty/ 	<ul style="list-style-type: none"> Develop skills needed to speak out when someone is being unkind. Describe caring or considerate behaviour. Understand the importance of standing up to people who behave inconsiderately. 	<ul style="list-style-type: none"> Understand the concept of healthy and unhealthy anger. Understand it is natural to feel angry, but how it is expressed is important. Develop debate and discussion skills. 	<ul style="list-style-type: none"> Understand the potential consequences of sharing images online and the laws around this. Create a set of rules to follow when online. Know how to overcome pressure to share images. 	<ul style="list-style-type: none"> Understand the basics of saving money and identify how to help with this at home. Understand how to budget for items that you would like to buy. 	<ul style="list-style-type: none"> Discuss what makes us different and unique. Describe what makes the community diverse. Describe strategies to overcome barriers and promote inclusion.
Year 6	<ul style="list-style-type: none"> Recognise the dangers of water, how to keep safe around it and the meaning of warning signs. Draw on learning through the school to guide others on how to stay safe. 	<ul style="list-style-type: none"> Predict and assess the level of risk in different situations. Understand and describe risks associated with alcohol. Draw on prior learning to describe the principles of a healthy life. 	<ul style="list-style-type: none"> Know and understand the terms conception and reproduction. Understand the function of the male and female reproductive systems. Learn about the different stages of pregnancy. 	<ul style="list-style-type: none"> Understand the importance of not stealing. Discuss and describe what it means to act considerately. Explore a range of real-life scenarios and consider responsible and irresponsible behaviour. 	<ul style="list-style-type: none"> Recognise thoughts, feelings and emotions and understand the difference between those that make us feel good and those that feel otherwise. Apply skills to real-life scenarios. 	<ul style="list-style-type: none"> Know and understand the potential dangers of talking to people online. Understand that fake online profiles exist. Design and share a range of ways to stay safe online. 	<ul style="list-style-type: none"> Understand the impact of spending money without permission. Recognise how to be responsible while using online games and apps. Discuss how to help a family save money. 	<ul style="list-style-type: none"> Understand that there are a wide range of religions and beliefs in the UK. Describe and explain British values. Discuss what is meant by equality, diversity and cohesion.