



## Subject: PSHE Progression Plan

### Myself and My Relationships

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Myself and My Relationships 4</b> <b>Beginning and Belonging (NB)</b></p> <ul style="list-style-type: none"> <li>• What can I do to help make the school and classroom a safer and fair place?</li> <li>• How can I get to know other children in my class?</li> <li>• How do I feel when I am doing something new?</li> <li>• How can I make someone feel welcome?</li> <li>• How can I help other people to feel better?</li> <li>• What do I know about how to solve problems?</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging in the class / school / community</li> <li>• Ground rules / class charters</li> <li>• Similarities and differences</li> <li>• Recognising feelings</li> <li>• Calming down</li> <li>• Problem solving</li> <li>• Asking for help</li> <li>• Safety circles</li> <li>• Mapping</li> </ul>	<p><b>Myself and My Relationships 9</b> <b>Beginning and Belonging (NB)</b></p> <ul style="list-style-type: none"> <li>• What does it feel like to be new or to start something new?</li> <li>• What helps me to feel like I belong and am valued in school?</li> <li>• How can I make other people feel welcome?</li> <li>• What will help us to feel safer and to learn well in our class and school?</li> <li>• What different rules do we sometimes need in different places?</li> <li>• How can I manage my feelings and calm them down if necessary?</li> <li>• Who can I talk to when I need help?</li> </ul>	<ul style="list-style-type: none"> <li>• Ground rules / class charters</li> <li>• Responsibilities</li> <li>• Belonging</li> <li>• New situations</li> <li>• Meeting new people</li> <li>• Managing feelings</li> <li>• Calming down</li> <li>• Making choices</li> <li>• Problem solving</li> <li>• Asking for help</li> <li>• Network of support</li> </ul>	<p><b>Myself and My Relationships 14</b> <b>Beginning and Belonging (NB)</b></p> <ul style="list-style-type: none"> <li>• How do we make sure we feel safe in our class and school?</li> <li>• How do we build good relationships in our class?</li> <li>• How do we make new people feel welcome and valued?</li> <li>• How do I feel when I do something new?</li> <li>• Which ways to calm down work for me?</li> <li>• How do I solve problems?</li> <li>• Who can I talk to when I need help?</li> <li>• How can I help and support other people?</li> </ul>	<ul style="list-style-type: none"> <li>• Ground Rules / class charters</li> <li>• Responsibilities</li> <li>• Belonging</li> <li>• New experiences</li> <li>• Managing emotions</li> <li>• Calming down</li> <li>• Problem solving</li> <li>• Network of support</li> </ul>
<p><b>Myself and My Relationships 5</b> <b>Me and My Emotions (GTBM)</b></p> <ul style="list-style-type: none"> <li>• Can I name some different feelings?</li> <li>• Do I know what makes me feel happy, sad, cross etc?</li> <li>• How do my feelings and my actions affect others?</li> <li>• How do I manage some of my emotions?</li> <li>• What helps me to feel relaxed?</li> <li>• How can I control my behaviour?</li> <li>• Who do I share my feelings with?</li> <li>• How can I stand up for myself?</li> </ul>	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Identifying and naming emotions</li> <li>• Coping with feelings</li> <li>• Feelings, thoughts and behaviour</li> <li>• Likes and dislikes</li> <li>• Feeling proud</li> <li>• Impulsive behaviour</li> <li>• Calming down and relaxing</li> <li>• Worry and anxiety</li> <li>• Assertiveness</li> </ul>	<p><b>Myself and My Relationships 10</b> <b>My Emotions (GTBM)</b></p> <ul style="list-style-type: none"> <li>• What is special about me and other people?</li> <li>• How can I communicate my emotions?</li> <li>• How do I cope with difficult emotions?</li> <li>• How can I deal with fears and worries?</li> <li>• How do my actions and emotions affect the way I and others feel?</li> <li>• How do I care for other people's feelings?</li> <li>• Who can I talk to about the way I feel?</li> <li>• How can I disagree without being disagreeable?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding feelings</li> <li>• Coping with feelings</li> <li>• Communicating emotions</li> <li>• Impact of emotions</li> <li>• Sharing feelings with others</li> <li>• Impulsive behaviour</li> <li>• Stopping and thinking before acting</li> <li>• Relaxation</li> <li>• Assertiveness</li> <li>• Help and support</li> </ul>	<p><b>Myself and My Relationships 15</b> <b>My Emotions (GTBM)</b></p> <ul style="list-style-type: none"> <li>• What am I good at?</li> <li>• What do I find difficult?</li> <li>• What do I feel proud of about myself?</li> <li>• How do I manage strong emotions?</li> <li>• What can I do when I realise I'm in a bad mood?</li> <li>• How do I recognise how other people feel and respond to them?</li> <li>• How do I cope when I disagree with someone?</li> <li>• How and from whom do I get support when things are difficult?</li> </ul>	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Feelings, thoughts, behaviour</li> <li>• Mental health and what affects it</li> <li>• Mood changes</li> <li>• Worry and anxiety</li> <li>• Managing strong feelings</li> <li>• Empathy</li> <li>• Calming down</li> <li>• Assertiveness</li> <li>• Making informed choices</li> <li>• Assessing risk</li> <li>• Networks of support</li> </ul>
<p><b>Myself and My Relationships 6</b> <b>Family and Friends (GOFO)</b></p> <ul style="list-style-type: none"> <li>• Can I describe what a friend is and does?</li> <li>• How do I make new friends?</li> <li>• How do I keep friends?</li> <li>• How can I make up with my friends when things go wrong?</li> <li>• Who is in my family, and how do we care for each other?</li> <li>• Who are my special people and what makes them special to me?</li> <li>• How am I similar to and different from other people?</li> <li>• Who do I get support from when I need it?</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Special people</li> <li>• Families</li> <li>• Changing friendship patterns</li> <li>• Valuing difference</li> <li>• Different points of view</li> <li>• People who help</li> <li>• Safety circles</li> <li>• Conflict resolution</li> <li>• Problem solving in relationships</li> </ul>	<p><b>Myself and My Relationships 11</b> <b>Family and Friends (GOFO)</b></p> <ul style="list-style-type: none"> <li>• What does a good friend do?</li> <li>• Do I know how to listen to and support my friends?</li> <li>• How do I cope when relationships change?</li> <li>• What are some of the similarities and differences between me and my classmates?</li> <li>• Who is now in my network of special people, and how do we affect each other?</li> </ul>	<ul style="list-style-type: none"> <li>• Managing friendships</li> <li>• Special people and networks</li> <li>• Understanding and valuing difference</li> <li>• Other points of view</li> <li>• Compromise</li> <li>• Emotions in relationships</li> <li>• Conflict resolution</li> <li>• Family patterns</li> <li>• Networks of support</li> </ul>	<p><b>Myself and My Relationships 16</b> <b>Family and Friends (GOFO)</b></p> <ul style="list-style-type: none"> <li>• Who is in my network of relationships and how has it changed?</li> <li>• How can I develop new friendships and maintain existing ones?</li> <li>• In what way is it positive to have differences between people?</li> <li>• What different kinds of families are there?</li> <li>• How can I manage some of the pressures on my relationships?</li> <li>• Who do I get support from and how do I support others?</li> </ul>	<ul style="list-style-type: none"> <li>• Changing networks</li> <li>• Respecting difference</li> <li>• Sustaining friendships</li> <li>• Anger management</li> <li>• Family patterns</li> <li>• Influences and pressures</li> <li>• Different perspectives</li> <li>• Cooperation</li> <li>• Network of support groups</li> </ul>
<p><b>Myself and My Relationships 7</b> <b>Anti-bullying (SNTB)</b></p> <ul style="list-style-type: none"> <li>• Can I recognise behaviour that is bullying?</li> <li>• Do I understand some of the reasons why bullying happens?</li> <li>• How does bullying make people feel?</li> <li>• Do I know what to do if I am being bullied?</li> <li>• Do I know what to do if I witness someone being bullied?</li> <li>• How does my school help positive and safe relationships?</li> <li>• Where might bullying happen in my school?</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing difference and diversity</li> <li>• Physical, mental and emotional wellbeing</li> <li>• Strategies for dealing with bullying including assertiveness</li> <li>• Safety circle</li> <li>• Asking for help and telling</li> <li>• Supporting others</li> <li>• Creating an anti bullying ethos</li> </ul>	<p><b>Myself and My Relationships 12</b> <b>Anti-bullying (SNTB)</b></p> <ul style="list-style-type: none"> <li>• What are the key characteristics and forms of bullying?</li> <li>• Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people?</li> <li>• Do I understand how bullying affects the way we think, feel and behave?</li> <li>• How can I keep myself safe if I am being bullied?</li> <li>• How might bystanders intervene and help someone who is being bullied?</li> </ul>	<ul style="list-style-type: none"> <li>• Types of bullying including prejudice driven bullying</li> <li>• Homophobic bullying</li> <li>• Bullying related to race, religion or culture</li> <li>• Physical, mental and emotional wellbeing</li> <li>• Strategies for dealing with bullying including assertiveness</li> <li>• Networks of support</li> <li>• Bystanders</li> </ul>	<p><b>Myself and My Relationships 17</b> <b>Anti-bullying (SNTB)</b></p> <ul style="list-style-type: none"> <li>• Can I define bullying?</li> <li>• Do I understand why a person or group of people may feel the need to have power over another person or group of people?</li> <li>• Can I respond to bullying and seek support where necessary?</li> <li>• How can bullying affect people's behaviour and wellbeing?</li> <li>• How might people's responses to bullying improve or worsen a situation?</li> <li>• Can I identify ways of preventing bullying in school and the wider community?</li> </ul>	<ul style="list-style-type: none"> <li>• Types of bullying including bullying related to race, religion or culture</li> <li>• Homophobic bullying</li> <li>• Physical, mental and emotional wellbeing</li> <li>• Peer pressure</li> <li>• Roles in bullying</li> <li>• Strategies for dealing with bullying including assertiveness</li> <li>• Cyberbullying</li> <li>• Community cohesion</li> <li>• Sources of support</li> </ul>



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<p><b>Myself and My Relationships 8</b>  <b>Managing Change (R, C)</b></p> <ul style="list-style-type: none"> <li>• How am I changing as I grow up?</li> <li>• How are my achievements, skills and responsibilities changing?</li> <li>• How can I change my behaviour when something goes wrong?</li> <li>• How do I cope when friendships change?</li> <li>• How do I feel and how do I cope when I lose something special to me?</li> <li>• What helps me to feel better when I am hurt?</li> <li>• When can I make choices about changes?</li> </ul> <ul style="list-style-type: none"> <li>• Changing friendship patterns</li> <li>• Changing skills and responsibilities</li> <li>• Habits</li> <li>• Transitions within school</li> <li>• Losing things</li> <li>• Emotions involved with change</li> <li>• Sharing people</li> </ul>	<p><b>Myself and My Relationships 13</b>  <b>Managing Change (R,C)</b></p> <ul style="list-style-type: none"> <li>• What changes have I already experienced and might I experience in the future?</li> <li>• What changes might other people be going through?</li> <li>• What is it like to be separated from a special person?</li> <li>• How do people feel when things change or people or pets die?</li> <li>• What emotions might I feel at times of loss and change?</li> <li>• How might I behave when I feel these emotions?</li> <li>• What can I do to make the best of new situations?</li> </ul> <ul style="list-style-type: none"> <li>• Range of experiences of change</li> <li>• Emotions involved in loss and change</li> <li>• Other aspects of change</li> <li>• People I see, people I don't see</li> <li>• Taking responsibility for choices</li> <li>• Making amends</li> <li>• Confidence in new situations</li> <li>• Bereavement</li> </ul>	<p><b>Myself and My Relationships 18</b>  <b>Managing Change (R,C)</b></p> <ul style="list-style-type: none"> <li>• What different changes do we or might we experience?</li> <li>• How will I feel if I lose something or someone or if things change?</li> <li>• How have I been affected by changes I have already experienced?</li> <li>• How are my friendships and relationships changing?</li> <li>• In what different ways do people grieve?</li> <li>• How might I or other people behave when we are living through change?</li> <li>• How might I feel when I move to another school?</li> </ul> <ul style="list-style-type: none"> <li>• Range of changes</li> <li>• Coping with loss</li> <li>• Emotions involved</li> <li>• Sources of support</li> <li>• Bereavement and family change</li> <li>• Friendship change</li> <li>• Transition between schools</li> <li>• Outcomes of change</li> <li>• Coping with challenges</li> <li>• Managing risk</li> <li>• Supporting others</li> </ul>
<p><b>Vocabulary - KS1</b></p>	<p><b>Lower KS2</b></p>	<p><b>Upper KS2</b></p>
<p>Feelings words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different, food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world, countries, special times, care, excluded, friend, difficult, problems, resolve</p>	<p>Mental health, feelings emotions, unhappy, differences, power, bystander, empathy, acceptance, courage, feelings, witness, goal, challenge, skill, attribute, put up, put down, set-back, friend, kindness, care, conflict, qualities, impact, celebrate, positive, bullying, unacceptable, falling out, racism, cyber-bullying, bystander, help, support, bully, cyber, physical, unkind, well, guide, influences, brands, packaging, taste, cost, value role model, teased, diverse, judge beautiful, admire, influence, positive, food, choices, active, healthy</p>	<p>Relationships, risk, danger, conflict, change, emotion, loss, grief, bereavement, media, misleading, marketing, consumers, advertising, role model, media, reality, manipulate, role models, influence, trustworthy, domestic violence, abuse, violence, problems, peer pressure, put down, pressure, peer mediator</p>

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**Citizenship**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Citizenship 5</b> <b>Rights, Rules and Responsibilities (NB)</b></p> <ul style="list-style-type: none"> <li>• How do rules make me feel happy and safe?</li> <li>• How do I take part in making rules?</li> <li>• Who looks after me and what are their responsibilities?</li> <li>• What jobs and responsibilities do I have in school and at home?</li> <li>• Can I listen to other people, share my views and take turns?</li> <li>• Can I take part in discussions and decisions in class?</li> </ul>	<ul style="list-style-type: none"> <li>• Class and school rules and charters</li> <li>• Rules and laws in society</li> <li>• Understanding right and wrong</li> <li>• Explaining views</li> <li>• Decision making</li> <li>• School and class councils</li> <li>• Responsibilities to other people</li> </ul>	<p><b>Citizenship 8</b> <b>Rights, Rules and Responsibilities (NB)</b></p> <ul style="list-style-type: none"> <li>• Why do we need rules at home and at school?</li> <li>• What part can I play in making and changing rules?</li> <li>• What do we mean by rights and responsibilities?</li> <li>• What are my responsibilities at home and at school?</li> <li>• How do we make democratic decisions in school?</li> <li>• What is a representative and how do we elect them?</li> </ul>	<ul style="list-style-type: none"> <li>• Class and school rules and charters</li> <li>• Rights and responsibilities</li> <li>• Democracy at school</li> <li>• School and class councils</li> <li>• Decision making</li> <li>• Debating and voting</li> <li>• Responsibilities at school and at home</li> </ul>	<p><b>Citizenship 11</b> <b>Rights, Rules and Responsibilities (NB)</b></p> <ul style="list-style-type: none"> <li>• How can I contribute to making and changing rules in school?</li> <li>• How else can I make a difference in school?</li> <li>• Are there places or times when I have to behave differently?</li> <li>• What are the basic rights of children and adults?</li> <li>• Why do we have laws in our country?</li> <li>• How does democracy work in our community and in our country?</li> <li>• What do councils, councillors, parliament and MPs do?</li> <li>• Can I take part in a debate and listen to other people's views?</li> </ul>	<ul style="list-style-type: none"> <li>• Ground rules / class charters</li> <li>• Children's rights</li> <li>• Conflicting rights and responsibilities</li> <li>• Rules and laws in society</li> <li>• Role of the police</li> <li>• Local and national democracy</li> <li>• Participation in class and school</li> <li>• School and class councils</li> <li>• Social and moral issues</li> </ul>
<p><b>Citizenship 3</b> <b>Working Together (GFG)</b></p> <ul style="list-style-type: none"> <li>• What am I and other people good at?</li> <li>• What new skills would I like to develop?</li> <li>• How can I listen well to other people?</li> <li>• How can I work well in a group?</li> <li>• Why is it important to take turns?</li> <li>• How can I negotiate to sort out disagreements?</li> <li>• How are my skills useful in a group?</li> <li>• What is a useful evaluation?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising strengths</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• Effective communication</li> <li>• Compromise and co-operation</li> <li>• Discussion and negotiation</li> <li>• Applying group work and communication skills</li> <li>• Evaluating</li> </ul>	<p><b>Citizenship 6</b> <b>Working Together (GFG)</b></p> <ul style="list-style-type: none"> <li>• What am I good at and what are others good at?</li> <li>• What new skills would I like or need to develop?</li> <li>• How well can I listen to other people?</li> <li>• How do I ask open questions?</li> <li>• How can I share my views and opinions effectively?</li> <li>• How can different people contribute to a group task?</li> <li>• How can I persevere and overcome obstacles to my learning?</li> <li>• How can I work well in a group?</li> <li>• What is useful evaluation?</li> <li>• How do I give constructive feedback and receive it from others?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and valuing strengths</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• Effective communication</li> <li>• Questioning skills</li> <li>• Problem solving and perseverance</li> <li>• Decision making</li> <li>• Communication and group work skills</li> <li>• Evaluating</li> <li>• Giving and receiving feedback</li> </ul>	<p><b>Citizenship 9</b> <b>Working Together (GFG)</b></p> <ul style="list-style-type: none"> <li>• What are my strengths and skills and how are they seen by others?</li> <li>• What helps me learn new skills effectively?</li> <li>• What would I like to improve and how can I achieve this?</li> <li>• How could my skills and strengths be used in future employment?</li> <li>• What are some of the jobs that people do?</li> <li>• How can I be a good listener to other people?</li> <li>• How can I share my views effectively and negotiate with others to reach agreement?</li> <li>• How can I persevere and help others to do so?</li> <li>• How can I give, receive and act on sensitive and constructive feedback?</li> </ul>	<ul style="list-style-type: none"> <li>• Self perception and self evaluation</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• The world of work</li> <li>• Effective communication</li> <li>• Chairing group discussions</li> <li>• Negotiation and debate</li> <li>• Problem solving and perseverance</li> <li>• Influence of the media</li> <li>• Evaluation</li> </ul>
<p><b>Citizenship 4</b> <b>Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>• What are some of the similarities and differences between me and others?</li> <li>• What do I understand about my culture and beliefs and those of other people?</li> <li>• Who are the people who help me, and what do they do?</li> <li>• What does 'my community' mean and what do people do there?</li> <li>• How do we care for animals and plants?</li> <li>• How can I help look after the school environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Valuing diversity</li> <li>• Different cultures and beliefs</li> <li>• Groups in and out of school</li> <li>• Respect</li> <li>• Community</li> <li>• Stereotypes</li> <li>• People who help us</li> <li>• School environment</li> <li>• Local environment</li> <li>• Needs of people / animals / pets / plants</li> </ul>	<p><b>Citizenship 7</b> <b>Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>• What makes me 'me'?</li> <li>• How are we different from each other?</li> <li>• What are some of the different lifestyles and beliefs people have?</li> <li>• What are stereotypes and how can I challenge them?</li> <li>• What are the roles of different people in my community?</li> <li>• How can we care for the environment?</li> <li>• What do animals need, and what are the responsibilities of humans towards them?</li> <li>• How do we choose pets, and how do we look after them?</li> </ul>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Similarities and differences</li> <li>• People in the community</li> <li>• People with different backgrounds</li> <li>• Stereotypes</li> <li>• Community cohesion</li> <li>• Roles in the community</li> <li>• Local and wider environment</li> <li>• Basic animal welfare</li> <li>• Pet care</li> <li>• Role of the media</li> </ul>	<p><b>Citizenship 10</b> <b>Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>• What makes up my 'identity' and that of other people?</li> <li>• What are the different identities locally and in the UK?</li> <li>• How can I show respect for different views, lifestyles and beliefs?</li> <li>• What are the negative effects of stereotyping?</li> <li>• What groups and communities am I part of?</li> <li>• Who works for the good of the community and how can I help?</li> <li>• What are voluntary organisations and how do they make a difference?</li> <li>• What is the role of the media and how does it influence me and my community?</li> <li>• Who cares for the environment and what is my contribution?</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity in communities</li> <li>• Community cohesion</li> <li>• Challenging stereotypes</li> <li>• The community and roles in it</li> <li>• Voluntary, community, charitable and pressure groups</li> <li>• The media</li> <li>• Environmental issues</li> <li>• Sustainability</li> </ul>
<p><b>Vocabulary - KS1</b></p>	<p><b>Lower KS2</b></p>		<p><b>Upper KS2</b></p>		
<p>Special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative, respect responsible, rules, rights</p>	<p>Family, culture, age, gender, personal interests, belief, community, diverse, view, different, similar respect, experiences, expectations, group, democracy, vote, election, influence, organisation, council, government, resources, community, British Values, customs, birthplace, extended families, citizen, etiquette, stereotype, racism, power, superiority, rules, rights, responsibilities, conflict, disagreement, help, safe, risk, resolve, community, anti-social, road safety</p>		<p>Stereotype, homophobic, sexist, disability, transphobic, discrimination, gender, role models, prejudice, community, laws, anti-social, responsibility, organisations, research, migration, rights, responsibilities, conflict, organisation, homeless, charity, lesbian, transgender, step families/blended families, reflect, respect (+names of religions), diverse, relationships, religions, gay, right, entitlement, MP, shelter, education, healthcare, safety, ballot, vote, taxes, political party, Prime Minister, economy, welfare state, NHS, democracy, manifesto</p>		

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### Healthy and Safer Lifestyles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Healthy and Safer Lifestyles 4</b> <b>Managing Risk</b></p> <ul style="list-style-type: none"> <li>• What are risky situations and how can I keep myself safer?</li> <li>• How do I feel in risky situations?</li> <li>• What is my name, address and phone number and when might I need to give them?</li> <li>• What is an emergency and who helps?</li> <li>• How can I help in an emergency?</li> </ul>	<ul style="list-style-type: none"> <li>• Risky situations</li> <li>• Emotions associated with risk</li> <li>• Basic personal information</li> <li>• Asking for and giving help in an emergency</li> <li>• Safety eyes and ears</li> </ul>	<p><b>Healthy and Safer Lifestyles 11</b> <b>Managing Risk</b></p> <ul style="list-style-type: none"> <li>• What risks are there to my safety, my friendships and my feelings?</li> <li>• How might my friends affect my decisions about risk?</li> <li>• How do I feel and how does my body react in risky situations?</li> <li>• Can I make decisions in risky situations?</li> <li>• Who would I ask for help if things went wrong?</li> <li>• What action is it okay for me to take in an emergency?</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of risk</li> <li>• Dealing with pressure in risky situations</li> <li>• Reactions to risk</li> <li>• Taking action in an emergency</li> </ul>	<p><b>Healthy and Safer Lifestyles 18</b> <b>Managing Risk</b></p> <ul style="list-style-type: none"> <li>• When might it be good to take risk?</li> <li>• What are the different consequences of taking physical, emotional and social risks?</li> <li>• How risky are different situations?</li> <li>• When am I responsible for my own safety?</li> <li>• How can I keep myself and others safe?</li> <li>• How can I get the attention of an adult if I need to?</li> <li>• Where can people go for help?</li> <li>• How can I help people who need support?</li> <li>• Can I carry out basic first aid?</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and negative aspects of risk-taking</li> <li>• Consequences and degrees of risk</li> <li>• Personal responsibility for safety</li> <li>• Risk reduction strategies</li> <li>• Getting help</li> <li>• Sources of support</li> <li>• Basic first aid</li> </ul>
<p><b>Healthy and Safer Lifestyles 5</b> <b>Safety Contexts</b></p> <ul style="list-style-type: none"> <li>• Where are the safer places I can play?</li> <li>• What are the risks for me in using the roads, and how can I stay safe?</li> <li>• What are the risks for me in the sun and how can I stay safe?</li> <li>• What are the risks for me near water and how can I stay safe?</li> <li>• What are the risks for me if I am lost and how can I stay safe?</li> <li>• What are the best ways to keep safe from accidents?</li> </ul>	<ul style="list-style-type: none"> <li>• Road safety</li> <li>• Travel to and from school</li> <li>• Rules for keeping safer</li> <li>• Sun safety</li> <li>• Water safety</li> <li>• Keeping safe from accidents</li> </ul>	<p><b>Healthy and Safer Lifestyles 12</b> <b>Safety Contexts</b></p> <ul style="list-style-type: none"> <li>• How are roads risky and how can I reduce the risks?</li> <li>• How is fire risky and how can I reduce the risks?</li> <li>• How is water risky and how can I reduce the risks?</li> <li>• How do I keep myself safe during activities and visits?</li> <li>• How can I stop accidents happening?</li> </ul>	<ul style="list-style-type: none"> <li>• Road safety</li> <li>• Fire safety</li> <li>• Beach safety</li> <li>• Safety near inland waterways</li> <li>• Safety during activities and visits</li> <li>• Preventing accidents in familiar settings</li> </ul>	<p><b>Healthy and Safer Lifestyles 19</b> <b>Safety Contexts</b></p> <ul style="list-style-type: none"> <li>• How can I stay safe on the roads as cyclist or pedestrian?</li> <li>• How do I keep myself safe in the sun?</li> <li>• How can I stay safe in my home?</li> <li>• How can I stay safe near railways?</li> <li>• What helps to make school a safe place?</li> <li>• How can I prevent accidents?</li> </ul>	<ul style="list-style-type: none"> <li>• Road safety</li> <li>• Sun safety</li> <li>• Cycle safety</li> <li>• Railway safety</li> <li>• Electrical safety</li> <li>• Health and safety rules in school</li> <li>• Preventing a wider range of accidents</li> </ul>
<p><b>Healthy and Safer Lifestyles 7</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• How can I stay healthy?</li> <li>• What does it feel like to be healthy?</li> <li>• What does healthy eating mean and why is it important?</li> <li>• Why is it important to be active?</li> <li>• What foods do I like and dislike and why?</li> <li>• What can help us eat healthily?</li> <li>• Why do we need food?</li> <li>• What healthy choices can I make?</li> </ul>	<ul style="list-style-type: none"> <li>• Staying healthy</li> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Eatwell plate</li> <li>• Fruit and vegetables</li> <li>• Food preparation</li> <li>• Making real choices</li> <li>• Rest and sleep</li> </ul>	<p><b>Healthy and Safer Lifestyles 14</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• How can I have a healthy lifestyle?</li> <li>• How do nutrition and physical activity work together?</li> <li>• What does healthy eating and a balanced meal mean?</li> <li>• How can I plan and prepare simple, healthy food safely?</li> <li>• How can I look after my teeth and why is it important?</li> <li>• Who is responsible for my lifestyle choices and how are they influenced?</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of healthy eating and physical activity</li> <li>• Influences on food choices</li> <li>• Balanced diet</li> <li>• Eatwell plate</li> <li>• Basic food hygiene</li> <li>• Dental care</li> <li>• Leisure activities</li> </ul>	<p><b>Healthy and Safer Lifestyles 21</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• What does being healthy mean and what are the benefits?</li> <li>• Why is a varied and balanced diet important?</li> <li>• How can I achieve a healthy energy balance?</li> <li>• How does physical activity help me?</li> <li>• How can I plan, prepare and cook healthy meals safely?</li> <li>• What or who influences me when I'm making lifestyle choices?</li> <li>• How am I responsible for a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>• Effects and benefits of healthy eating and physical activity</li> <li>• Eatwell plate</li> <li>• Basic food hygiene</li> <li>• Lifestyle and leisure choices</li> <li>• Physical and mental health</li> </ul>
<p><b>Healthy and Safer Lifestyles 8</b> <b>Drug Education</b></p> <ul style="list-style-type: none"> <li>• What happens when things enter the body?</li> <li>• What are medicines and why do some people use them?</li> <li>• What do I understand about the roles of doctors, nurses and hospitals?</li> <li>• What can I do if I feel poorly?</li> <li>• What are the potentially risky substances at home and at school?</li> <li>• How can I keep safe from harm if I come across risky substances?</li> <li>• What is it like to be persuaded?</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines</li> <li>• Attitudes to health professionals</li> <li>• Feeling ill, feeling better</li> <li>• Risky household substances</li> <li>• Safety rules</li> <li>• Being persuaded</li> </ul>	<p><b>Healthy and Safer Lifestyles 15</b> <b>Drug Education</b></p> <ul style="list-style-type: none"> <li>• What medical and legal drugs do I know about, and what are their effects?</li> <li>• Who uses and misuses legal drugs?</li> <li>• Why do some people need medicine and who gives it?</li> <li>• What are the safety rules for storing medicine and other risky substances?</li> <li>• What should I do if I find something risky, like a syringe?</li> <li>• What do I understand about how friends and the media influence me?</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines and legal drugs</li> <li>• People who use medicines and legal drugs</li> <li>• Rules for safe storage</li> <li>• Finding risky items</li> <li>• Influence of friends and media</li> </ul>	<p><b>Healthy and Safer Lifestyles 22</b> <b>Drug Education</b></p> <ul style="list-style-type: none"> <li>• What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?</li> <li>• How does drug use affect the way a body or brain works?</li> <li>• How do medicines help people with a range of illnesses?</li> <li>• What does misusing a drug mean?</li> <li>• What are some of the laws about drugs?</li> <li>• What risks should I look for around substances?</li> <li>• How do my friends influence my behaviour and decision making?</li> <li>• How and why do companies advertise drugs?</li> <li>• When and how should I check information I am given?</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and illegal drugs</li> <li>• Effects of drug use</li> <li>• Essential use of medicines</li> <li>• Misuse of substances</li> <li>• Staying safe around risky substances</li> <li>• Influence of friends and media</li> <li>• Reliable information</li> <li>• First aid</li> </ul>
<p><b>Healthy and Safer Lifestyles 9</b> <b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• Can I describe my home and neighbourhood?</li> <li>• Who are the people who help keep me safer?</li> <li>• Who could I talk to if I felt unsafe or unsure?</li> <li>• Do I understand what good and bad secrets might be?</li> <li>• What can I do if someone tries to persuade me?</li> <li>• Can I recognise and describe 'yes' and 'no' feelings and "I am not sure" feelings?</li> <li>• How can I get the attention of an adult if I need to?</li> </ul>	<ul style="list-style-type: none"> <li>• Being / feeling lost</li> <li>• Trusted people</li> <li>• Safety circles</li> <li>• Feeling safe</li> <li>• Uncomfortable feelings</li> <li>• Good and bad secrets</li> <li>• Promises, tricks and threats</li> <li>• Good and bad touches</li> <li>• Internet safety</li> <li>• E-Safety</li> <li>• Asking for help</li> </ul>	<p><b>Healthy and Safer Lifestyles 16</b> <b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• How can I be responsible for my own personal safety?</li> <li>• What sorts of physical contact do I feel comfortable with?</li> <li>• Who are the adults and friends I can trust and to whom I can talk about my feelings?</li> <li>• When might I need to break a promise or tell a secret?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Responsibility for safety</li> <li>• Good and bad touches</li> <li>• Secrets, promises and tricks</li> <li>• Assertiveness</li> <li>• E-safety</li> <li>• Networks of support</li> <li>• Telling</li> </ul>		



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		<p><b>Healthy and Safer Lifestyles 23</b> <b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>When am I responsible for my personal safety?</li> <li>What can I do to help keep myself safer?</li> <li>How can I act to show I'm assertive?</li> <li>When should I keep a secret for myself or for a friend?</li> <li>Who is now in my network of support and how is it changing?</li> <li>When and how should I ask for help?</li> </ul>			
<b>Vocabulary KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>			
<p>Y1 substance, harmful, rules, dangerous, feelings, real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety</p> <p>Y2 medicine, healthy, pharmacy, doctor, safety, asthma, instructions, emergency, safe, responsible, rules, unsafe, hazards, road safety, fire safety, danger, healthy diet, oral health, physical activity, active, sleep, vaccination, hygiene, food, rest, routines.</p>	<p>Y3 drug, tobacco, smoking, second hand smoke, smoke free, medicine, harmful, asthma, instructions</p> <p>Y4 caffeine, alcohol, tobacco, nicotine, risk, habit, addiction, age restrictions, drugs, legal, illegal, prescribed, harmful substances, heart, lungs, brain, stomach, peer pressure, medicine, behaviour, drug use, age classification, computer game, pressure, choices, habits, gaming, road, rail, water safety, buildings, safety, danger, hazards, fireworks, emergency, first aid, help, police, fire brigade, ambulance, religious diet, cultural diet, moral diet, ethical, fair trade, farming, seasonality, consumers, screen time, health, wellbeing, food, choices, sleep</p>	<p>Y5 cigarette, e-cigarette, shisha, cannabis, health, money, alcohol, tobacco, nicotine, media, influence, pressure, choice, age restrictions, substance, medicine, legal, illegal, drugs, Ask Frank, effects, risks, prescribed, solvents, alcohol, tobacco, predict, potential hazard, high/medium/low risk, assessing, responsibility, online safety</p> <p>Y6 tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions, peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected, mental health, mood, feelings, mind, strategies, support, stigma, discrimination</p>			
<b>Economic Wellbeing</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p><b>Economic Wellbeing 1</b> <b>Financial Capability</b></p> <ul style="list-style-type: none"> <li>Where does money come from and where does it go when we 'use' it?</li> <li>How might I get money and what can I do with it?</li> <li>How do we pay for things?</li> <li>What does it mean to have more or less money than you need?</li> <li>How do I feel about money?</li> <li>How do my choices affect me, my family, others?</li> <li>What is a charity?</li> </ul>	<ul style="list-style-type: none"> <li>Money in different / familiar contexts</li> <li>Cash values</li> <li>Money as a finite resource</li> <li>Uses of money</li> <li>Saving and spending</li> <li>Effects of loss</li> <li>How banks etc work</li> <li>Emotions in relation to money</li> <li>Charity</li> </ul>	<p><b>Economic Wellbeing 2</b> <b>Financial Capability</b></p> <ul style="list-style-type: none"> <li>What different ways are there to earn and spend money?</li> <li>What do saving, spending and budgeting mean to me?</li> <li>How can I decide what to spend my money on and choose the best way to pay?</li> <li>What might my family have to spend money on?</li> <li>What is 'value for money'?</li> <li>How do my feelings about money change?</li> <li>How do my choices affect my family, the community, the world and me?</li> </ul>	<ul style="list-style-type: none"> <li>Understanding large amounts of money</li> <li>Sources of money</li> <li>Saving and spending</li> <li>Cash versus money</li> <li>Keeping track of money</li> <li>Value for money</li> <li>Impact of choices</li> <li>Charities</li> <li>Emotions</li> </ul>	<p><b>Economic Wellbeing 3</b> <b>Financial Capability</b></p> <ul style="list-style-type: none"> <li>What different ways are there to gain money?</li> <li>What sort of things do adults need to pay for?</li> <li>How can I afford the things I want or need?</li> <li>How can I make sure I get 'value for money'?</li> <li>Why don't people get all the money they earn?</li> <li>How is money used to benefit the community or the wider world?</li> <li>What is poverty?</li> </ul>	<ul style="list-style-type: none"> <li>Earnings and deductions</li> <li>Wants and needs</li> <li>Range of jobs</li> <li>Budgeting</li> <li>Debt and credit</li> <li>Financial planning (including insurance and pensions)</li> <li>Making choices</li> <li>Managing feelings about money</li> <li>Poverty</li> <li>Role of charities</li> </ul>



## Subject: PSHE Progression Plan

<b>Vocabulary KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
Earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs	Manufacture, pressure, decisions, value, spend, shift, full-time, part-time, paid, unpaid, charity, fund-raiser, community, saving, jobs, world of work, occupation, wage/salary, budget, saving, money, pocket money	Loans, credit cards, hire-purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers

### Sex and Relationships Education (Healthier and Safer Lifestyles)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Healthy and Safer Lifestyles 6 Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>What are the names of the main parts of the body?</li> <li>What can my body do?</li> <li>When am I in charge of my actions and my body?</li> <li>Do I understand how amazing my body is?</li> <li>How can I keep my body clean?</li> <li>How can I stop common illnesses and diseases spreading?</li> </ul>	<ul style="list-style-type: none"> <li>External parts of the body</li> <li>Valuing the body</li> <li>Personal hygiene</li> </ul>	<p><b>Healthy and Safer Lifestyles 13 Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>How are males and females different and what are the different parts called?</li> <li>What can my body do and how is it special?</li> <li>Why is it important to keep clean?</li> <li>What can I do for myself to stay clean and how will this change in the future?</li> <li>How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>	<ul style="list-style-type: none"> <li>Difference between males and females</li> <li>Valuing the body's uniqueness and capabilities</li> <li>Responsibilities for hygiene</li> </ul>	<p><b>Healthy and Safer Lifestyles 20 Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>What are male and female sexual parts called and what do they do?</li> <li>What happens to the bodies of boys and girls when they reach puberty?</li> <li>What influences my view of my body?</li> <li>How can I keep my growing and changing body clean?</li> <li>How can the spread of viruses and bacteria be stopped?</li> <li>What is HIV?</li> </ul>	<ul style="list-style-type: none"> <li>Names of sexual parts</li> <li>Puberty</li> <li>Physical change</li> <li>Menstruation</li> <li>Developing body image</li> <li>Changing hygiene routines</li> <li>Viruses and bacteria</li> </ul>
<p><b>Healthy and Safer Lifestyles 10 Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>How do babies change and grow?</li> <li>How have I changed since I was a baby?</li> <li>What do babies and children need?</li> <li>What are my responsibilities now I'm older?</li> </ul>	<ul style="list-style-type: none"> <li>Babies to children to adults</li> <li>Growing up</li> <li>Changing responsibilities</li> </ul>	<p><b>Healthy and Safer Lifestyles 17 Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>What are the main stages of the human life?</li> <li>What does it mean to be 'grown up'?</li> <li>What am I responsible for now and how will this change?</li> <li>How do parents and carers care for babies?</li> </ul>	<ul style="list-style-type: none"> <li>Stages of human life</li> <li>Being grown up</li> <li>My responsibilities</li> <li>Parents' responsibilities</li> </ul>	<p><b>Healthy and Safer Lifestyles 24 Sex and Relationships Education</b></p> <ul style="list-style-type: none"> <li>How are babies made?</li> <li>How can I express my feeling positively as I grow up?</li> <li>When am I responsible for how others feel?</li> <li>What should adults think about before they have a baby?</li> <li>What are families like?</li> </ul>	<ul style="list-style-type: none"> <li>Human lifecycle</li> <li>Sexual reproduction</li> <li>Changing emotions</li> <li>Responsibility for others</li> <li>Love and marriage</li> <li>Families</li> </ul>

<b>Vocabulary KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
Boys, girls and families: family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vagina, penis, growing, changing	Growing up and changing: Baby, toddler, school aged, teenager, adult, elder, age, difference, physical changes, puberty, reproduction, stereotyping, individual, relationship, sex cells, sperm, egg, hygiene, grooming, clean, strategies, anxious, lifecycle, grow, change, strategies, emotions, relationships, support, advice	Healthy relationships/how a baby is made: Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice



## Subject: PSHE Progression Plan

### PSHE

#### **A Year 1 Pupil should:**

- understand the roles of different people within families and appreciate how they show they care
- have an understanding about staying safe and seeking adult permission
- appreciate how behaviour affects others and the importance of being polite and respectful and looking after the environment
- understand about keeping healthy; food and exercise, hygiene routines, sun safety, knowing when to take a break from TV/screen time
- recognise what makes them unique and special
- be able to manage their feelings when things go wrong
- use the internet and digital devices; communicating online and understand how to keep safe online
- understand what rules are and how age restrictions help us

### PSHE

#### **A Year 2 Pupil should:**

- be able to make friends and understand how to recognise when they feel lonely and need help
- recognise hurtful behaviour and be able to resist pressure by seeking help; understand how to manage secrets
- recognise that bullying can happen online, the importance of telling a trusted adult, how to report concerns
- recognise things in common and differences; playing and working cooperatively; sharing opinions
- understand safety in different environments; risks and safety at home; what to do in emergencies
- be able to explain why sleep is important; about medicines and keeping healthy including dental health
- understand about growing older by naming body parts and how things change when they move class or to another school
- belong to a group and understand roles and responsibilities; explain about being the same and different in the community
- know what money is; needs and wants; looking after money
- be able to access the internet in everyday life; online content and information, that not all online content is true



## Subject: PSHE Progression Plan

### PSHE

#### **A Year 3 Pupil should:**

- be able to explain what makes a family and the main features of family life
- understand personal boundaries and how to safely respond to others; understand the impact of hurtful behaviour
- recognise respectful behaviour and the importance of self-respect, courtesy and being polite
- understand that the same principles apply online as offline and how to stay safe online and how to get help
- be able to identify risks and hazards in the local environment and unfamiliar places and how to get help if needed
- understand how to make healthy choices and develop healthy habits
- be able to explain the value of rules and laws and rights, freedoms and responsibilities
- be able to explain the skills needed for different jobs and job stereotypes and use this information to set personal goals

### PSHE

#### **A Year 4 Pupil should:**

- be able to make positive friendships, including online but understanding the risks this poses; understand how to manage requests for information/images online
- be able to respond appropriately to hurtful behaviour, respecting differences and similarities and are able to discuss difference sensitively
- explain how to report bullying both physical and online
- understand what is meant by self-worth and how to managing setbacks, learn from mistakes and reframe unhelpful thinking
- understand there will be physical and emotional changes in puberty; name external genitalia and explain about personal hygiene
- explain how medicines and household products help us in our everyday lives
- explain what makes a community and how we share responsibilities
- explain how data is shared and used and know what is appropriate to share or not share online



## Subject: PSHE Progression Plan

### PSHE

#### **A Year 5 Pupil should:**

- manage friendships (including online) and peer influence; know how to stay safe online and how to report inappropriate content/contact
- explain what is appropriate physical contact and how to feel safe in different situations including responding in emergencies, first aid and FGM
- responding respectfully to a wide range of people and recognise prejudice and discrimination
- explain about healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies
- understand about personal identity; recognise individuality and different qualities; know how to establish good mental well-being
- explain about how to protect the environment and show compassion towards others
- understand how information online is targeted and about different media types, their role and impact
- identify job interests and aspirations and what influences career choices and know about workplace stereotypes

### PSHE

#### **A Year 6 Pupil should:**

- be able to talk about attraction to others; romantic relationships; civil partnership and marriage
- recognise and manage pressure and understand the importance of consent in different situations
- recognise that “knowing someone online” is different from knowing them face to face and the importance of keeping personal information safe
- be able to express opinions and respect other points of view, including discussing topical issues including valuing diversity and challenging discrimination and stereotypes
- know what affects mental health and ways to take care of it; manage change, loss and bereavement; manage time online
- be able to explain about human reproduction and birth
- understand their increasing independence and manage transitions, regulations and choice
- be able to explain about: drug use and the law and how it is portrayed in the media; reasons for complying with age restrictions and regulations e.g. social media, films, gaming
- evaluate and talk about media sources and how text and images in the media/social media can be manipulated/invented
- understand about influences and attitudes to money and what are financial risks