

Progression of PSHE

During weekly PSHE, Citizenship, Myself and my relationships and Healthy and safer lifestyles are taught as units of work more than once a year within year groups and revisited each year across all year groups. In addition, year 2 children are taught about economic well being. At the end of all units of work, children are able to understand what they have learned and be able to share it with others.

Skills/knowledge	Reception	Year 1	Year 2
<p>Citizenship</p>	<p>To understand how they belong to their class, and recognise similarities & differences between themselves & others in class.</p> <p>To understand how they belong to their family.</p> <p>To recognise similarities and differences between the ways that families live their lives.</p> <p>To understand that people and families have different beliefs and customs that are important and special to them.</p> <p>To understand that it is important to respect other people's differences and the ways in which they live their lives.</p> <p>To understand ways that people and families celebrate their beliefs and ways of life.</p> <p>To identify the people who look after them at school and understand their roles.</p> <p>To understand ways that they can help to look after the school environment.</p> <p>To understand ways that they can help to look after their things and their home.</p> <p>To recognise and understand the purpose of different places and features in their neighbourhood.</p> <p>To recognise and understand the jobs of different people in their neighbourhood including people who help them.</p> <p>To understand ways of looking after their local outdoor area and keeping the environment special for everyone.</p> <p>To understand ways of caring for plants and animals.</p> <p>To understand what money is and what it is used for and different ways of looking after money.</p> <p>To understand what happens if we do not have enough money to pay for something.</p>	<p>To recognise & celebrate some of their strengths, emotions, gifts and talents.</p> <p>To be able to identify and develop a new skill.</p> <p>To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining.</p> <p>To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.</p> <p>To be aware of how my skills and strengths can be useful in a group.</p> <p>To apply communication and group work skills in a real situation.</p> <p>To be able to state some things they did well in a group task and some things they would like to do better at next time.</p> <p>To begin to understand what makes up their identity.</p> <p>To understand how roles and characteristics of boys and girls can be stereotyped.</p> <p>To understand about their own culture and beliefs and those of other people.</p> <p>To recognise different groups they belong to and the different backgrounds of people in their community.</p> <p>To understand what 'my community' means.</p> <p>To know who the people are who help them in their community and what they do.</p> <p>To understand the needs of particular groups in their community.</p> <p>To know how they can help look after the school environment.</p> <p>To know how to care for animals and plants.</p>	<p>To be able to name some people who look after them and some of their responsibilities towards them.</p> <p>To identify jobs and responsibilities they have at school.</p> <p>To understand responsibilities they have to their friends, family and class.</p> <p>To be able to explain the rules which affect them in school and how they have been made.</p> <p>To understand how rules enable them to feel safe and happy in school.</p> <p>To understand how democratic decisions might affect them in the everyday life of their class.</p> <p>To understand and experience the process of electing a school council representative.</p> <p>To be able to share opinions, taking turns and valuing the views of others by listening actively.</p> <p>To be able to contribute to paired and class discussions about a topical issue.</p>
	<p>To understand what is special about me and other people in my class</p>	<p>To participate in discussions about how to make the classroom a place where they can learn safely and happily.</p>	<p>To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</p>

<p>Myself and my relationships</p>	<p>To understand what I have learnt to do and recognise what I would like to do next.</p> <p>To know who and how to ask for help if they need it.</p> <p>To understand ways of welcoming new children to the class.</p> <p>To understand how people’s behaviour makes other people feel</p> <p>To understand ways of respecting the needs of other children in the class.</p> <p>To begin to understand how to play and work alongside others at school.</p> <p>To recognise people who are special to them and why they are special.</p> <p>To understand what makes a family and to understand how people in families care for each other.</p> <p>To understand what makes a good friend.</p> <p>To understand ways of making new friends.</p> <p>To understand simple reasons for why friends may fall out and simple ways to make up with friends.</p> <p>To recognise what unkind behaviour looks like and understand what to do when someone is unkind.</p> <p>To recognise and identify feelings in themselves and others.</p> <p>To recognise what causes different feelings in themselves and others.</p> <p>To recognise how change and losing something makes them and other people feel.</p> <p>To recognise simple ways of making themselves feel better.</p> <p>To recognise ways of helping other people to feel better.</p> <p>ELG: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to 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</p>	<p>To participate in activities that enable them to develop collaborative relationships within the class.</p> <p>To recognise what it feels like to be new in school.</p> <p>To have some ideas about how to make new people feel welcome in the class.</p> <p>To know who and what might help them if they are in a new situation.</p> <p>To be able to identify adults who can help them if they need support.</p> <p>To know how to ask for help, and to have some ideas about how they can help each other.</p> <p>To understand what they have learned in this unit and be able to share it.</p> <p>To know the names of a basic range of feelings and the strength of their feeling.</p> <p>To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others.</p> <p>To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like.</p> <p>To know how to get support when they need it.</p> <p>To talk about personal gifts and talents; what they are good at and also what they find more difficult.</p> <p>To understand that they can do things to help us change our mood and that this may be helpful.</p> <p>To know what ‘relaxed’ means and how it feels.</p> <p>To know that it is possible to affect our behaviour by stopping and thinking about what we are doing.</p> <p>To be able to stand up for their own rights without being hurtful to others.</p> <p>To be able to use a ‘problem-solving process’ with help.</p> <p>To be able to describe what a friend is and does.</p> <p>To develop strategies for making and keeping friends.</p>	<p>To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour.</p> <p>To begin to understand that bullying may happen when people do not respect and value similarities and differences between people.</p> <p>To understand how it feels to be bullied.</p> <p>To understand how it feels to see someone else being bullied. To understand how someone who bullies may feel.</p> <p>To identify some people in and out of school who they can talk to if they were being bullied.</p> <p>To develop simple strategies for keeping themselves safe from bullying including how to respond assertively.</p> <p>To understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening.</p> <p>To identify places in school where bullying may happen.</p> <p>To identify ways that the school can promote a caring ethos and encourage positive and safe relationships.</p>
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<p>Healthy and safer lifestyles</p>	<p>To understand and value what their bodies can do.</p> <p>To describe their own appearance and name external body parts including using agreed names for the sexual parts.</p> <p>To recognise similarities and differences between the bodies of girls and boys.</p> <p>To understand ways in which their body has changed since they were a baby.</p> <p>To understand ways of looking after their body and keeping it clean.</p> <p>To understand how members of their family and other trusted people care for and look after them.</p> <p>To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</p> <p>To recognise how growing up makes them feel.</p> <p>To be able to identify trusted adults who children could talk to and ask for help.</p> <p>To be able to assess risks in the school and its grounds.</p> <p>To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways.</p> <p>To be able to develop a strategy to keep safer when lost.</p> <p>To be able to identify safer places to play.</p>	<p>To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.</p> <p>To describe what their bodies can do.</p> <p>To understand that they have responsibility for their body's actions and that their body belongs to them.</p> <p>To appreciate how amazing their body is.</p> <p>To know how to keep themselves clean.</p> <p>To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.</p> <p>To be able to talk about situations where staying safe is important.</p> <p>To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.</p> <p>To develop knowledge of dangers from the sun and understand how to keep safe.</p> <p>To identify the dangers of familiar places where water is present and understand how to keep safe.</p> <p>To develop knowledge and skills to stay safe when they are lost.</p> <p>To identify characteristics of safe places to play.</p> <p>To understand basic ways to keep safe from accidents.</p> <p>To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe.</p>	<p>To know about the range of things that help make and keep them healthy</p> <p>To understand why healthy eating is beneficial and how it supports physical activity.</p> <p>To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.</p> <p>To be able to talk about foods they like and dislike with reasons why.</p> <p>To recognise how foods fit within the basic food groups in the Eatwell guide, and what constitutes a balanced meal.</p> <p>To understand that we need food to grow, be active and maintain health.</p> <p>To know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>To be able to make healthy eating choices and know how to prepare simple healthy foods.</p> <p>To know how to make choices which promote healthy living</p> <p>To know which factors contribute to healthy living and to be able to share these with others.</p> <p>To know basic information about what happens when substances enter the body.</p> <p>To understand that all medicines are drugs, but not all drugs are medicines.</p>

	<p>To be able to name parts of the body including the external sexual parts.</p> <p>To be able to identify and distinguish between different touches.</p> <p>To be able to recognise what a secret is.</p> <p>To be able to use an assertive voice and body language.</p> <p>To be able to identify how and when to tell.</p> <p>To understand basic road safety skills.</p> <p>To be able to identify common harmful substances.</p> <p>To know what goes on to and into a young child's body.</p> <p>To understand what medicines are and why some people need medicines.</p> <p>To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it.</p> <p>To understand some of the things needed to have a healthy body.</p> <p>To be able to name and talk about foods they like and dislike.</p> <p>To understand why different foods and drink are important in order for our bodies to stay healthy and well.</p> <p>To understand what exercise is and why it is good for us.</p> <p>To understand the importance of sleep for our bodies.</p> <p>To begin to understand how to make choices which promote healthy living.</p> <p>ELG: Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>To identify emotions associated with risky behaviour or situations.</p> <p>To know basic personal information and know when they might need to give it.</p> <p>To understand the range of people in the community who help keep us safer.</p> <p>To know how to ask for help in an emergency.</p> <p>To recognise familiar situations where they can offer help.</p> <p>To know how to reduce risk and keep myself safer in a variety of situations.</p>	<p>To develop an understanding of and attitudes towards medicines, health professionals and hospitals.</p> <p>To recognise that there are ways to feel good and better without taking medicines.</p> <p>To understand that all drugs and many household substances can be harmful if they are not used properly.</p> <p>To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'.</p> <p>To recognise persuaders and pressure in risky situations.</p> <p>To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell.</p> <p>To be able to assess the school and grounds, using their senses.</p> <p>To be able to identify the sixth sense.</p> <p>To be able to use your senses to keep safer.</p> <p>To be able to identify safer places to play.</p> <p>To be able to understand the need to have a strategy to keep safer.</p> <p>To be able to identify and name body parts including the sexual parts.</p> <p>To be able to identify and distinguish between 'yes' and 'no' touches.</p> <p>To be able to recognise 'good' and 'bad' secrets and tricks.</p> <p>To be able to assess risk and keep safer.</p> <p>To be able to use assertive voice and body language.</p> <p>To be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others.</p> <p>To know that humans produce babies that grow into children and then into adults.</p> <p>To consider the ways they have changed physically since they were born.</p> <p>To consider their responsibilities now and compare these with when they were younger.</p>
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			To understand the needs of babies and young children.
Economic well being			<p>To know where money they have might come from (including regular and irregular sources) and how they might keep it safe.</p> <p>To know some ways money might be 'used' and that it is a finite resource.</p> <p>To know that there are some things they have to buy and some things they choose to buy. To begin to understand what a family might need to pay for and some ways that might be done.</p> <p>To know how to keep simple financial records.</p> <p>To understand that the feelings they may have about money are varied and can change.</p> <p>To know what charities are for and what some might do.</p>

How will we implement PSHE in our school?

- **Weekly discrete PSHE lesson** and additional weekly class assembly using 'Cambridgeshire Primary Personal Development Programme'
- **Circle time** in classes to address key PSHE themes, e.g. behaviour and friendship, Hartford Heroes and Golden Rules as required.
- Whole school **assemblies** linked to British values and PSHE, e.g. NSPCC, Parliament week, Road safety week, Anti bullying, religious/seasonal festivals and celebrations, visitors etc.
- **Sentence stems** are used in PSHE, linking to Oracy.
- **School councillors** are elected in each class after voting by their peers during parliament week and regularly meet to discuss school-based issues.
- **Nurture room** supports those children identified as requiring additional SEMH support.
- Cross curricular links to **PE, RE, computing and science**, though high-quality whole class teaching and **enquiry** sessions.
- Whole school **displays** highlight PSHE themes. E.g. Bully Bees display autumn 2019. Class PSHE displays/stations support emotional wellbeing.
- Whole school **Healthy Selfie** board and regular assemblies with PE/Sports Premium lead.
- Class **display and talk boxes** used in classes to share concerns and worries which adults regularly respond to.
- Each morning, children are given time to prepare themselves for learning in our '**ready to learn**' time. Children can choose from classroom provision and support is given where needed to settle children and provide a positive, calm start to the day. In addition, Pupil Premium and vulnerable children are targeted during this time to meet their individual needs and remove any potential barriers.
- Annual **healthy week** promotes healthy, active lifestyles. E.g. mental well being, physical fitness, healthy eating, health and prevention (sleep, sun safety, dental hygiene, personal hygiene etc).
- Weekly **Forest School** sessions link to healthy lifestyles, safety, relationships and teamwork, physical health and fitness.
- **School staff** model positive behaviours, e.g. not tolerating sexism, homophobia, gender stereotypes etc.
- **Conflict resolution** dialogue promoted across school.