



CHUS PSHE Progression of Knowledge & Skills



Knowledge	Year 3	Year 4	Year 5	Year 6
<p>Health and wellbeing</p>	<p>What positively and negatively affects their physical, mental and emotional health</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>School rules about health and safety, basic</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>About change, including loss, separation, divorce and bereavement</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or</p>	<p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>About change, including transitions (between key stages and schools)</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard' – <i>Warning Zone trip</i></p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience – <i>Warning</i></p>

	<p>emergency aid procedures, where and how to get help</p> <p>What is meant by the term 'habit' and why habits can be hard to change</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>people they know and the media</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact – <i>NSPCC PANTS lesson</i></p>	<p>anxious or that they think is wrong</p> <p>Understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>Strategies for keeping physically and emotionally safe including road safety (<i>including cycle safety - the Bikeability programme</i>)</p>	<p><i>Zone trip</i></p> <p>Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>How their body will, and their emotions may, change as they approach and move through puberty – <i>SRE lessons</i></p> <p>About human reproduction – <i>SRE lessons</i></p> <p>Safety in the environment (including rail, water and fire safety) - <i>Warning Zone trip</i></p> <p>Strategies for keeping</p>
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				<p>safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others - <i>Warning Zone trip</i></p> <p>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) - <i>Warning Zone trip</i></p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request - <i>Warning Zone trip</i></p>
Relationships	To recognise and respond appropriately to a wider range of feelings in others	To recognise ways in which a relationship can be unhealthy and whom	To listen and respond respectfully to a wide range of people, to feel	To realise the nature and consequences of discrimination, teasing,

	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>That their actions affect themselves and others</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>to talk to if they need support</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>	<p>confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>To work collaboratively towards shared goals</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual</p>	<p>bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) - <i>Warning Zone trip</i></p> <p>To recognise and manage 'dares' - <i>Warning Zone trip</i></p>
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<p>Living in the wider world</p>	<p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>What being part of a community means, and about the varied institutions that support communities locally and nationally – <i>links to House charities</i></p> <p>To consider the lives of people living in other places, and people with different values and customs</p>	<p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people – <i>links to Newsround</i></p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a</p>	<p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>To appreciate the range of national, regional, religious and ethnic</p>
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			<p>critical consumer</p> <p>To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)</p> <p>What is meant by enterprise and begin to develop enterprise skills</p>	<p>identities in the United Kingdom</p> <p>To explore and critique how the media present information</p> <p>To critically examine what is presented to them in social media and why it is important</p>
Skills	Year 3	Year 4	Year 5	Year 6
Personal effectiveness	<p>Resilience (including self-motivation, perseverance and adaptability)</p> <p>Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</p>	<p>Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping)</p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Clarifying own values (including reflection on the origins of personal values and beliefs)</p>	<p>Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</p> <p>Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms and re-evaluating values and</p>	<p>Self-organisation (including time management)</p> <p>Recalling and applying knowledge creatively and in new situations</p> <p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-</p>

			beliefs in the light of new learning, experiences and evidence	respect)
Interpersonal and social effectiveness	<p>Respect for others' right to their own beliefs, values and opinions</p> <p>Valuing and respecting diversity</p> <p>Using these skills and attributes to build and maintain healthy relationships of all kinds</p>	<p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Recognising, evaluating and utilising strategies for managing influence</p>	<p>Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</p> <p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p>	<p>Skills for employability, including:</p> <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills
Managing risk and decision-making	Formulating questions (as part of an enquiring approach to learning and to assess the value of information)	Identification, assessment (including prediction) and management of positive and negative risk to self and others	<p>Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</p> <p>Assessing the validity and reliability of information</p>	<p>Identify links between values and beliefs, decisions and actions</p> <p>Making decisions</p>
Go-Givers themes	Year 3	Year 4	Year 5	Year 6
Autumn term	<p>Meet the Go-Givers (fears and worries)</p> <p>Rules</p>	<p>Belonging to groups</p> <p>Fair trade: Have a banana</p> <p>Fake news</p>	<p>Climate change</p> <p>Cultural diversity in the UK</p>	<p>Democracy (3 parts)</p> <p>Brexit (2 parts)</p> <p>What are human rights?</p>

	<p>Animal care: Creature kindness</p> <p>Mediation: Resolving conflict</p> <p>Water: Our most precious resource</p>	<p>Inspiring stories: Young fundraisers & campaigners</p> <p>Dilemmas</p>	<p>Disasters: Prevention is better than cure</p> <p>Healthcare: Improving life chances</p> <p>Magna Carta</p> <p>Martin Luther King: Sacrificing all for the dream</p> <p>Discrimination</p>	<p>Internet deceivers</p> <p>Knife crime: Shielding from harm</p> <p>Mali</p> <p>Nelson Mandela</p> <p>The right to education</p> <p>Times of need</p>
Spring term	<p>Go-Givers community centre</p> <p>Peer pressure: It's your choice</p> <p>Quotathon</p> <p>Respect</p> <p>Should adults be allowed to smack children?</p> <p>The golden rule: Multi-faith values</p>	<p>Valentine's Day</p> <p>Equal opportunities</p> <p>The gift of sight</p> <p>Oil disaster in the Gulf of Mexico</p> <p>Tsunami</p> <p>Disaster: Quake</p>	<p>Homelessness</p> <p>Where do you stand?</p> <p>Keeping safe in cyberspace</p> <p>Mary Seacole & Florence Nightingale: Pioneering nurses</p> <p>Rights & responsibilities: Getting the balance right</p> <p>Terrorism</p>	<p>Going for Goals: Mo Farah</p> <p>Righting wrongs: Discrimination against gay people</p> <p>Rights and responsibilities: Freedom!</p> <p>Stressed out</p>

	How should we farm?		Your amazing brain: Becoming a resilient learner	
Summer term	Fact files It's a good news day! Sharing ideas: Network The Go-Givers philosophy: Go-Givers anthem Turning problems around	The Paralympic games Diversity: Identities Heavyweight punching Muhammad Ali Jealousy: The green-eyed monster Hospice care Microorganisms	What is philanthropy? Homophobia: Respecting all our differences Scapegoat Strong societies Understanding Cancer	Bullying: Prepare to stand up and stand out Freedom Bird and the Arab Upsprings Hillsborough – The big lie Occupy London Stock Exchange Inspirational people Year 6 Transition

Information used from the following websites:

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>