

PSHE





PSHE Progression Ladder

Plain text = Curriculum Expectations (please **DO NOT** change or delete these), *Italic* = Additional HJS, **Blue** = Extension objectives (Y7 objectives?)

	Year 3	Year 4	Year 5	Year 6
As PSHE is a newly statutory subject, there is currently no statutory assessment correlated to the subject. However, the below key strands and objectives have been taken from the B&HCC PSHE team, suggesting age-appropriate learning for junior stage				
Key Skill 1: Identity, Self-awareness, resilience and Managing feelings	LKS2 Key Skills: I can use a range of strategies to calm myself when I am feeling angry or upset. I can listen to feedback and act on it.		UKS2 Key Skills: I can manage strong emotions and practise some healthy coping strategies. I know positive ways to cope with changes, including managing setbacks and stress.	
	Autumn 1 New beginnings Children can welcome and value others Democracy Children are developing their understanding of what a democracy is – school council Global Citizenship Learning about being a global citizen Ongoing: Just Right	Autumn 1 New beginnings I know my rights and responsibilities in school. I can cope with new situations Democracy Children are developing their understanding of what a democracy is – school council Global Citizenship Refugee education I can challenge stereotypes Ongoing: Just Right	Autumn 1 New beginnings Children understand how to learn well together and to compromise. Children have strategies to cope with uncomfortable feelings. Democracy Children understand the rule of law and school council Global Citizenship Anti-Racism I can understand and challenge prejudice Ongoing: Just Right	Autumn 1 New beginnings Children understand responsibilities in school, managing anxiety and stress and calming down strategies. Democracy Children understand the rule of law and school council Global Citizenship Anti-Racism I can understand and challenge prejudice Ongoing: Just Right
	Autumn 2 Getting on and falling out (SEAL) I can recognise my triggers, how my body responds to anger, calming down strategies and win win solutions.	Autumn 2 Getting on and falling out (SEAL) I can regulate my emotions and group work skills	Autumn 2 Getting on and falling out (SEAL) <u>Recognising and resolving conflict</u> I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict.	Autumn 2 Getting on and falling out (SEAL) <u>Recognising and resolving conflict</u> I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.

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	<p>Spring 1 Mental Health & Well-being</p> <p>I can clarify the concepts: mental health and well-being</p> <p>I can begin to tell you about how people experience mental health</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can tell you some of the ways to grow a strong mind</p> <p>I can tell you what being grateful means</p> <p>I can think of examples of gratitude</p> <p>I can use my breathing to feel calmer and more relaxed</p>	<p>Spring 1 Mental Health & Well-being</p> <p>I can clarify the concepts: mental health and well-being</p> <p>I can begin to tell you about how people experience mental health</p> <p>I can tell you how I am going to try and grow my sense of well-being</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can tell you what being mindful means and how it can help grow well-being</p> <p>I can use my breathing to feel calmer and more relaxed</p>	<p>Spring 1 Mental Health & Well-being</p> <p>I can clarify the concepts: mental health and well-being</p> <p>I can tell you about how people experience mental health</p> <p>I can tell you how I am going to try and grow my sense of well-being</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can tell you why we need sleep and how sleep keeps us healthy</p> <p>I can tell you what stops us from sleeping</p> <p>I can tell you how I can have better bedtimes by making a sleep action plan</p> <p>I can tell you why being active helps our health and well-being</p> <p>I can think of ways to be active for 60 minutes a day</p> <p>I can make suggestions for a work out for the classroom</p> <p>I can use my breathing to feel calmer and more relaxed</p>	<p>Spring 1 Mental Health & Well-being</p> <p>I can tell you some ideas for managing a healthy balance of screen time and non-screen time</p> <p>I can tell you about how people experience mental health</p> <p>I can begin to tell you about depression</p> <p>I can begin to tell you about anxiety</p> <p>I can tell you some suggestions for reducing and managing anxiety</p> <p>I can tell you about the 5 ways to Well-Being</p> <p>I can begin to tell you about the science of gratitude</p> <p>I can tell you what I am grateful for</p> <p>I can use my breathing to feel calmer and more relaxed</p>
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	<p>Spring 2 Racial Literacy - It's good to be me</p> <p>I can tell you what is the same and what is different about each other</p> <p>I can tell you what makes me proud to be me</p> <p>I can describe my own and someone else's skin tone with positive and respectful words</p> <p>I know what to do or say if someone is mean about how someone else looks</p>	<p>Spring 2 Racial Literacy - It's good to be me</p> <p>I can tell you what is the same and what is different about each other</p> <p>I can tell you what makes me proud to be me (my identity)</p> <p>I can describe my own and someone else's skin tone with positive and respectful words</p> <p>I know what to do or say if someone is mean about how someone else looks</p>	<p>Spring 2 Racial Literacy - It's good to be me</p> <p>I can tell you what is the same and what is different about each other</p> <p>I can tell you what makes me proud to be me (my identity)</p> <p>I can describe my own and someone else's skin tone with positive and respectful words</p> <p>I know what to do or say if someone is mean about how someone else looks</p> <p>I can tell you what racism is</p> <p>I can begin to tell you about definitions of prejudice and Discrimination</p> <p>I can tell you how to safely challenge racism</p>	<p>Spring 2 Racial Literacy - It's good to be me</p> <p>I can tell you what is the same and what is different about each other</p> <p>I can tell you what makes me proud to be me (my identity)</p> <p>I can describe my own and someone else's skin tone with positive and respectful words</p> <p>I know what to do or say if someone is mean about how someone else looks</p>
	<p>Summer 2 Going for goals</p> <p>Taking responsibility for own behaviour and learning, setting a goal and planning how to achieve it.</p> <p>RSE</p> <p>I can identify & suggest ways to cope with my range of feelings as I grow and change</p> <p>I can tell you how I feel as I grown and change</p>	<p>Summer 2 Going for goals</p> <p>Identifying barriers, setting goals to overcome barriers, giving and accepting advice</p> <p>RSE</p> <p>I can identify and suggest ways to cope with my range of feelings as I grow and change</p> <p>I can identify and manage my feelings of embarrassment</p>	<p>Summer 2 RSE/SEAL Relationships: Managing changes at puberty/ embarrassment</p> <p>I can identify and suggest ways to cope with my range of feelings as I grow and change</p> <p>I can identify and manage my feelings of embarrassment</p> <p>I can suggest ways to manage the mood swings associated with puberty</p>	<p>Summer 1 Loss & Bereavement - I can explore loss and coping strategies</p> <p>Summer 2 RSE/SEAL Relationships: Managing changes at puberty/ embarrassment</p> <p>I can identify and manage my feelings of embarrassment</p> <p>I can identify and suggest ways to cope with my range of feelings as I grow and change</p> <p>I can suggest ways to manage the mood swings associated with puberty</p>

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	I can tell you how I can help myself feel better if I'm feeling down I can identify and manage my feelings of embarrassment.		Changes & Moving Forward Common responses to change, feeling insecure and unconfident, recognising our 'sore spots'	I can tell you how I can help myself feel better if I'm feeling down I can tell you how images in the media can make me feel about my body SEAL: Changes/Moving on Topic: Managing transition to secondary
Vocabulary	Emotions: angry, upset, calm, embarrassed Well-being: self, others, listening, calming strategies Learning Characteristics: Independence, resilience, perseverance, cooperation, creativity, curiosity		Emotions: confused, embarrassed, overwhelmed, loss, bereavement Well-being: manage strong emotions, noticing, self-regulation, calming strategies, positive ways to cope with changes/stress	Friendships: inclusion, upstander, communication, conflict, peaceful problem solving, compromise, cooperation
Key Skill 2: Getting on with others - negotiation and consent	LKS2 Key Skills: I can reach a compromise with a friend when we disagree. I know how to encourage and include everyone in my group.		UKS2 Key Skills: I know how to use both verbal and non-verbal communication to resolve conflict (assertive rather than aggressive behaviour) I can reflect on my motivations and behaviour and the behaviour of others.	
	Year 3	Year 4	Year 5	Year 6

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	<p>Autumn 2 Getting on and falling out (SEAL) I can recognise my triggers, how my body responds to anger, calming down strategies and win win solutions. On-going</p> <p>Summer 2 RSE I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships I can tell when a friendship does not feel healthy</p>	<p>Autumn 2 Getting on and falling out (SEAL) I can regulate my emotions and group work skills. On-going</p> <p>Summer 2 RSE I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships</p>	<p>Autumn 2 Getting on and falling out I can appreciate friendships and try not to demand too much. I can take responsibility and resolve conflicts peacefully. On-going</p> <p>Summer 2 RSE I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships</p>	<p>Autumn 2 Getting on and falling out Differences as a barrier and the skills of working together. I understand the link between feelings and behaviour, I know my triggers and how to calm myself down On-going</p> <p>Summer 2 RSE I can recognise what constitutes a positive, healthy relationship I can grow positive and healthy relationships both face to face and online</p>
Vocabulary	Community: friendly, cooperation, compromise, collaboration, take turns		Safety: feelings, help, private, uncomfortable, safe, unsafe, permission, Positive relationships: compromise, challenge respectfully	Positive relationships: assertive rather than aggressive behaviour, verbal and non-verbal communication
Key Skill 3: Risk management - staying safe	<p>LKS2 Key Skills:</p> <p>I know what to say if I start to feel unsafe</p> <p>I know some safe ways to say no</p>			<p>UKS2 Key Skills:</p> <p>I recognise that I need to follow certain rules to safe online and can explain what these are.</p> <p>I know ways of resisting unwanted physical contact</p>
	Year 3	Year 4	Year 5	Year 6
	<p>Autumn 2 Online Safety (Taught through Computing) <i>I can ask for help if I see something online that upsets or worries me</i></p>	<p>Autumn 2 Online Safety (Taught through Computing)</p>	<p>Autumn 2 Online Safety (Taught through Computing)</p>	<p>Autumn 2 Online Safety (Taught through Computing)</p>

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	<p>Spring 2 Drugs & Alcohol Education - <i>B&H PSHE Team Keeping Healthy & safe-</i> Safety and risk in everyday medicines and drugs</p>	<p>Spring 2 Drugs & Alcohol Education -<i>B&H PSHE Team Keeping Healthy & safe-</i> Tobacco education I can make healthy and unhealthy choices</p>	<p>Spring 2 Drugs & Alcohol Education- <i>B&H PSHE Team Keeping Healthy & safe-</i> Alcohol education I understand the influence of the media</p>	<p>Spring 2 Drugs & Alcohol Education- <i>B&H PSHE Team Keeping Healthy & safe-</i> Legal & illegal drugs Learning about peer pressure I know where I can get help</p>
	<p>Summer 1 Protective Behaviours - <i>Feeling Good Feeling Safe</i></p> <p>I can identify when I get my early warning signs, but it is a fun to feel scared or risking on purpose situation</p> <p>I know that it is sometimes important to take a risk on purpose to help me learn new things or get help</p> <p>I can give an example of when I have responded positively to my early warning signs</p> <p>I understand the difference between safe and unsafe touches</p> <p>I know that no one has the right to touch us in a way that feels unsafe not even someone in our family</p>	<p>Summer 1 Protective Behaviours - <i>Feeling Good Feeling Safe</i></p> <p>I know about the United Nations Convention (UN) on the Rights of the Child and how these help children to be safe.</p> <p>I know what feeling safe means for me.</p> <p>I know where my safe places are.</p> <p>I know that with all rights comes responsibilities.</p> <p>What are protective behaviours?</p> <p>How do we know when we feel unsafe?</p> <p>What is a dare?</p> <p>What can we do if we feel unsafe?</p> <p>I can understand the difference between safe and unsafe secrets and when to tell</p> <p>I understand the difference between treats, bribes and threats and how to keep myself safe</p> <p>I understand that talking will help me cope with my worries</p>	<p>Summer 1 Protective Behaviours - <i>Feeling Good Feeling Safe</i></p> <p>I understand that words can hurt other people's feelings.</p> <p>I understand how my behaviour and language can have an impact on others.</p> <p>I know how to step in and make a safety stop to keep myself safe.</p> <p>I know what protective behaviours are</p> <p>I know what the safety scale is</p> <p>I know how the difference between a fun to feel scared and a risking on purpose activity</p> <p>I understand the importance of choice, control and time limit in making safer choices</p> <p>I know what abuse is</p> <p>I know how some children might be hurt by some adults</p>	<p>Summer 1 Protective Behaviours - <i>Feeling Good Feeling Safe</i></p> <p>I know that showing respect for each other's identity help us to all feel safe</p> <p>I know that there are safe ways to challenge stereotypes</p> <p>I know what protective behaviours are</p> <p>I can tell you about the safety scale</p> <p>I can explain what early warning signs are and why people get them</p> <p>I know why we need to sometimes risk on purpose</p> <p>I know about the difference between safe and unsafe touch</p> <p>I know I need to ask and receive permission (consent) for some types of touch</p> <p>I know when physical contact is unwanted.</p> <p>I know ways of resisting unwanted physical contact.</p> <p>I can tell you ways that I can stay feeling good and safe in my local community</p>

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	<p>I can use Stop, Think, Go to help me know what my options are if I start to feel unsafe</p> <p>I know what characteristics someone who can help me has</p> <p>I can tell you a time when I have asked for help in school</p> <p>I know where to get help outside of school</p> <p>Summer 2 RSE</p> <p>I can name my personal and private body parts</p>	<p>I know that my safety network can help</p> <p>I know that it is important to review the people who are on my helping hand and to know who else I can talk to in an emergency</p> <p>Summer 2 RSE</p> <p>I can name my personal and private body parts</p>	<p>I can tell you some of the ways in which a child can get help if they are being hurt</p> <p>I can say what the characteristics of a good friendship or network person are</p> <p>I know how to get help if I feel unsafe with people</p> <p>I can ask for help more than once if I need it</p> <p>Summer 2 RSE</p> <p>I can name my personal and private body parts</p>	<p>I know who the people are in my safety network</p> <p>Summer 2 RSE</p> <p>I can tell when a friendship does not feel healthy</p> <p>I can name my personal and private body parts</p> <p>I can tell you what to do if you see something that is upsetting or shocking online</p> <p>I can tell you what is safe to share online</p> <p>I can tell you how find information about growing up safely online</p>
Vocabulary	<p>Safety: Safe, unsafe, risk, early warning signs, personal, private, trust, worried, good touch, bad touch, safety, bribes, threats, trusted adults (helping hands), stop think go (saying no safely), peer pressure</p> <p>Private Personal Parts for Y2/3: vulva, vagina, clitoris, penis, testicles, anus, breasts growing, changing, puberty</p> <p>Drugs & Alcohol Education (DATE): healthy, unhealthy, safety, risk, medicine, drugs, tobacco</p>		<p>Safety: safety, bribes, threats, trusted adults (helping hands), resist, peer pressure safely, online safety rules, unwanted physical contact, abuse, embarrassment, body image</p> <p>Private Personal Parts for Y4/5/6: vulva, vagina, clitoris, uterus/womb, penis, testicles, anus, breasts growing, changing, puberty</p> <p>Drugs & Alcohol Education (DATE): alcohol, influence, media, legal, illegal, peer pressure</p>	
Key Skill 4: Getting help	Year 3	Year 4	Year 5	Year 6
	<p>LKS2 Key Skills:</p> <p>I can ask for help if I see something online that upsets or worries me.</p> <p>I can recognise that different people can help me with different worries</p>		<p>UKS2 Key Skills:</p> <p>I can tell you a range of support services for children and young people at school, in my community and nationally.</p> <p>I know how to get help if I feel unsafe online</p> <p>I recognise when I am feeling anxious or stressed and know where to go for support</p>	

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	<p>Ongoing Internet safety</p> <p><i>Children know who to ask for help if they have a worry</i> <i>Children know who to tell if they find something unsafe online</i></p> <p>Spring 1 Mental Health & Well-being I can tell you where I can get help</p>	<p>Ongoing Internet safety</p> <p><i>Children know who to ask for help if they have a worry</i> <i>Children know who to tell if they find something unsafe online</i></p> <p>Spring 1 Mental Health & Well-being I can tell you about big feelings and when to get help I can tell you where I can get help</p>	<p>Ongoing Internet safety</p> <p>Autumn 1 New beginnings Children understand how to learn well together and to compromise. Children have strategies to cope with uncomfortable feelings.</p> <p>Autumn 2 Anti-bullying</p> <p>Spring 1 Mental Health & Well-being I can tell you where I can get help</p> <p>Spring 2 Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Alcohol education & the influence of the media</p>	<p>Ongoing Internet safety</p> <p>Autumn 1 New beginnings Children understand responsibilities in school, managing anxiety and stress and calming down strategies.</p> <p>Autumn 2 Anti-bullying</p> <p>Spring 1 Mental Health & Well-being I can tell you where I can get help</p> <p>Spring 2 Drugs & Alcohol Education- B&H PSHE Team Keeping Healthy & safe- Legal & illegal drugs, peer pressure and getting help</p>
	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>	<p>Summer 1 Protective Behaviours - Feeling Good Feeling Safe</p> <p>Summer 2 RSE I can tell you where I can get help as I grow and change I can tell you where I can get help and support online</p>
Vocabulary	Help: worry, trusted adult, online, internet, digital, devices, safety, online		Help: range, support services, local community, nationally, report, recognise when anxious or stressed	

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	Year 3	Year 4	Year 5	Year 6
Key skill 5: Media messages - understanding and challenging/critical thinking	LKS2 Key Skills: I can identify many different types of family and tell you what they might have in common. I am able to recognise that some groups of people are not treated equally and I know some ways to challenge this safely.		UKS2 Key Skills: I can recognise the influence that the media and advertising have over the choices I could make I am able to recognise stereotyped viewpoints in the press or being expressed by a person, including racist and sexist use of language I can recognise prejudice and discrimination and challenge this safely	
	Ongoing: Family Diversity Spring 1 Disability Equality Education: Nothing About Me Without Me Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely	Ongoing: Family Diversity Spring 1 Disability Equality Education: Nothing About Me Without Me Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely	Autumn 1 Global Citizenship/ Racism Gender: Like a Girl Unfolding Identities Spring 1 LGBT Equality education Islamophobia Refugee Education Summer 2 RSE I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely	Autumn 1 Global Citizenship/ Racism Gender: Like a Girl Unfolding Identities Spring 1 LGBT Equality education Islamophobia Refugee Education Summer 2 RSE I recognise the influence that the media and advertising have over the images of people's bodies I can think critically about images of people's bodies in the media I can recognise that sometimes how someone looks; how their body grows and changes; who is in their family and who someone wants to be can be the target for bullying behaviour I recognise prejudice and discrimination and challenge this safely
Vocabulary	Community: families, same, different, common, equality, inequality, challenge, safely,		Community: stereotype, viewpoints, racist, sexist, influence, media, advertising, prejudice, discrimination, challenge, safely	



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WWO	Autumn: Trust Knowing & using names, eye contact, random grouping, taking turns	Spring: Communication Stopping & being ready to listen, active listening & remembering, asking relevant questions, expressing ideas, non-verbal listening, taking turns talking	Summer: Problem Solving Be aware of assumptions, being resilient in a group, compromise, negotiation, disagreeing politely, recognising & managing emotions, building on ideas, decision making, giving & receiving peer feedback
Learning Hexagon	Autumn: Y3: Introduce all characteristics Y4,5,6: Co-operation	Spring: Y3-6: Independence	Summer: Y3-6: Perseverance

Core Knowledge

Healthy Eating

Self-care/hygiene

Changes at puberty

Risks and effects of drugs

Democracy/rule of law

Money