

Skills & Knowledge progression: PSHE

National Curriculum – Aims and purpose	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study Personal, Social, Health and Economic (PSHE) education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life in modern Britain. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.</p> <p>Aims</p> <ul style="list-style-type: none"> • Secure accurate and relevant knowledge, and have opportunities to turn that knowledge into personal understanding • Have opportunities to explore, clarify and if necessary challenge, own and others' values, attitudes, beliefs and responsibilities • Develop the skills, language and strategies needed in order to live healthy, safe, fulfilling, responsible and balanced lives. 	<p>We want our children to develop the skills and understanding needed to become open, principled and well rounded individuals who engage in contemporary society.</p> <p>We want them to know how to:</p> <ul style="list-style-type: none"> - stay safe and make good decisions - how to protect their own rights and stand up for the rights of others - how to live a healthy lifestyle - and how to be ready for life and work beyond school. <p>Moreover, they need to leave our school understanding and embracing the values of liberty, equality, democracy, the rule of law and a sense of right and wrong. To that end, we have developed our PSHE curriculum around both the guidance from the PSHE Association and the Philosophy 4 Children (P4C) programme to provide an education that reflects the needs of our school community.</p> <p>We know that whilst some of our pupils are vulnerable there are many others who may not be aware of how fortunate they are. We aim to educate all of our pupils that not everywhere is like our beautiful village which is why we place a strong focus on the themes of Keeping & Staying Safe and Being Responsible. We also know that nationally there are high rates of smoking, obesity and teenage pregnancy, and therefore the themes of Keeping Healthy and Relationships are important to us, too.</p> <p>Finally, we want our children to be engaged and active members of society, keen to share their ideas, become leaders in their community and pursue ambitious goals. To support this, we encourage open discussions in lessons, learn about money and the world of work and offer children opportunities to take on leadership roles.</p>

Milestones:
<p>At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."</p>

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

Skills Progression: PSHE – Years 1 & 2

Year groups	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Hazard Watch
<p>1 & 2</p> <p>Milestone 1</p>	<ul style="list-style-type: none"> • Understand road safety. • Develop road sense. • Explore real life scenarios. • Develop understanding of safe and unsafe scenarios. 	<ul style="list-style-type: none"> • Understand germs and how they spread. • Know how to prevent the spread of germs. • Recognise and understand bullying behaviours. • Know how to cope with bullying behaviours. • Understand that feelings can be shown without words. • Understand why it is important to care about other people's feelings. 	<ul style="list-style-type: none"> • Recognise and name a range of feelings. • Care about others. • Know how to be a good friend. • Recognise and understand bullying behaviours. • Know how to cope with bullying behaviours. • Understand that feelings can be shown without words. • Understand why it is important to care about other people's feelings. 	<ul style="list-style-type: none"> • Understand the importance of preventing accidents. • Recognise responsible and irresponsible actions. • Name ways to improve at an activity/sport. • Recognise the benefits of practising an activity/sport. • Know how you can help other people. • Understand the risks of talking to people you don't know well in the community 	<ul style="list-style-type: none"> • Be able to recognise and name emotions. • Describe how emotions make us feel, both physically and mentally. • Learn a range of skills for coping with unpleasant / uncomfortable emotions. • Be able to recognise and name emotions and their physical effects. 	<ul style="list-style-type: none"> • Understand how online activity can affect others. • Be able to recognise negative aspects of using technology. • Understand how online actions can affect others. • Know the risks of sharing images without permission. 	<ul style="list-style-type: none"> • Understand different ways we can receive money. • Know how to keep money safe. • Understand the importance of saving money. 	<ul style="list-style-type: none"> •

Skills Progression: PSHE – Years 3 & 4

Year groups	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Hazards & Judgements
<p>3 & 4</p> <p><u>Milestone 2</u></p>	<ul style="list-style-type: none"> • Recognise people who keep us safe. • Know how to stay safe in a range of scenarios. • Understand hazards in the home and outside. • Recognise warning signs for hazards. • Identify strategies to keep ourselves and others safe. • Identify a risky choice. 	<ul style="list-style-type: none"> • Know, describe and be able to practise simple safety rules about medicine. • Know who we can accept medicine from. • Combine understanding across Y1-3 to discuss healthy and unhealthy choices. • Know and understand that too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. 	<ul style="list-style-type: none"> • Understand the difference between appropriate and inappropriate touch. • Understand personal boundaries. • Know who to talk to about worries (including NSPCC.) • Know that relationships change as we grow. • Be able to identify how relationships can be healthy and unhealthy. • Know strategies for asking for help if needed. 	<ul style="list-style-type: none"> • Describe what it feels like if something is borrowed and not returned. • Know why it is wrong to steal. • Understand the importance of being responsible in a range of situations. • Discuss a range of situations where being on time is important. 	<ul style="list-style-type: none"> • Recognise and name emotions and their physical effects, including the feeling of grief. • Know a range of coping skills. • Use learning from Y1-3 to discuss feelings and how to manage them. • Understand how we can support others who feel lonely, jealous or upset. • Understand and use a range of strategies for managing unpleasant emotions. 	<ul style="list-style-type: none"> • Identify possible dangers and consequences of talking to strangers online. • Know how to keep safe in online chatrooms. • Explore real life scenarios. • Identify cyberbullying and its consequences. • Develop coping strategies to use if we or someone we know is being bullied online. • Know how to ask for help. 	<ul style="list-style-type: none"> • Know who pays for the services that keep us safe and healthy. • Identify ways we can help those who look after us. • Understand how education is funded. 	<ul style="list-style-type: none"> • Know when and why should we call 999. • Know what a hoax call is. • Understand the danger of fire. • Recognise the danger of texting while driving. • Understand safe and unsafe choices. • Understand that being different is OK. • Describe the positive attributes of others. • Understand how our judgements and opinions can affect others.

Skills Progression: PSHE – Years 5 & 6

Year groups	Keeping & Staying Safe	Keeping Healthy	Relationships	Being Responsible	Feelings & Emotions	Computer Safety	Work & Money	Hazards & Judgements
<p>5 & 6</p> <p>Milestone 3</p>	<ul style="list-style-type: none"> • Understand the potential outcome of taking risks. • Recognise peer pressure and its dangers. • Explore a range of scenarios to develop strategies to deal with peer pressure. • Recognise the dangers of water, how to keep safe around it and the meaning of warning signs. • Draw on learning through the school to guide others on how to stay safe. 	<ul style="list-style-type: none"> • Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. • Know how smoking can affect future health. • Predict and assess the level of risk in different situations. • Understand and describe risks associated with alcohol. • Draw on prior learning to describe the principles of a healthy life. 	<ul style="list-style-type: none"> • Know what puberty means, understand the changes that boys and girls may go through and the reasons for this. • Develop coping strategies to help with the different stages of puberty. • Know and understand the terms conception and reproduction. • Understand the function of the male and female reproductive systems. • Learn about the different stages of pregnancy. 	<ul style="list-style-type: none"> • Develop skills needed to speak out when someone is being unkind. • Describe caring or considerate behaviour. • Understand the importance of standing up to people who behave inconsiderately. • Understand the importance of not stealing. • Discuss and describe what it means to act considerately. • Explore a range of real-life scenarios and consider responsible and irresponsible behaviour. 	<ul style="list-style-type: none"> • Understand the concept of healthy and unhealthy anger. • Understand it is natural to feel angry, but how it is expressed is important. • Develop debate and discussion skills. • Recognise thoughts, feelings and emotions and understand the difference between those that make us feel good and those that makes us feel otherwise. • Apply skills to real-life scenarios. 	<ul style="list-style-type: none"> • Understand the potential consequences of sharing images online and the laws around this. • Create a set of rules to follow when online. • Know how to overcome pressure to share images. • Know and understand the potential dangers of talking to people online. • Understand that fake online profiles exist. • Design and share a range of ways to stay safe online. 	<ul style="list-style-type: none"> • Understand the basics of saving money and identify how to help with this at home. • Understand how to budget for items that you would like to buy. • Understand the impact of spending money without permission. • Recognise how to be responsible while using online games and apps. • Discuss how to help a family save money. 	<ul style="list-style-type: none"> • Discuss what makes us different and unique. • Describe what makes the community diverse. • Describe strategies to overcome barriers and promote inclusion. • Understand that there are a wide range of religions and beliefs in the UK. • Describe and explain British values. • Discuss what is meant by equality, diversity and cohesion.

KS1 (Class 3 – Year 1 & 2) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<p>PSHE</p> <p>(see PSHE Association and Philosophy 4 Children schemes of work)</p>	<p>Health and Wellbeing</p> <p>i) Healthy lifestyles ii) Mental health</p> <p>Philosophy for Children P4C: New Beginnings and Getting on and falling out</p>	<p>Relationships</p> <p>i) Families and close positive relationships ii) Friendships</p> <p>Philosophy for Children P4C: Going for goals and Good to be me</p>	<p>Living in the wider world –</p> <p>i) Shared responsibilities ii) Communities iii) Media literacy and digital resilience</p> <p>Philosophy for Children P4C: Relationships and Changes</p>	<p>Health and Wellbeing</p> <p>i) Ourselves, growing and changing ii) Keeping safe iii) Drugs, alcohol & tobacco</p> <p>Philosophy for Children P4C: New Beginnings and Getting on and falling out</p>	<p>Relationships</p> <p>i) Managing hurtful behaviour & bullying ii) Safe relationships iii) Respecting self and others</p> <p>Philosophy for Children P4C: Going for goals and Good to be me</p>	<p>Living in the wider world –</p> <p>i) Economic wellbeing: money ii) Economic wellbeing: Aspirations, work and career</p> <p>Philosophy for Children P4C: Relationships and Changes</p>

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<p>PSHE</p> <p>(see PSHE Association and Philosophy 4 Children schemes of work)</p>	<p>Health and Wellbeing</p> <p>i) Healthy lifestyles ii) Mental health</p> <p>Philosophy for Children P4C: New Beginnings and Getting on and falling out</p>	<p>Relationships</p> <p>i) Families and close positive relationships ii) Friendships</p> <p>Philosophy for Children P4C: Going for goals and Good to be me</p>	<p>Living in the wider world –</p> <p>i) Shared responsibilities ii) Communities iii) Media literacy and digital resilience</p> <p>Philosophy for Children P4C: Relationships and Changes</p>	<p>Health and Wellbeing</p> <p>i) Ourselves, growing and changing ii) Keeping safe iii) Drugs, alcohol & tobacco</p> <p>Philosophy for Children P4C: New Beginnings and Getting on and falling out</p>	<p>Relationships</p> <p>i) Managing hurtful behaviour & bullying ii) Safe relationships iii) Respecting self and others</p> <p>Philosophy for Children P4C: Going for goals and Good to be me</p>	<p>Living in the wider world –</p> <p>i) Economic wellbeing: money ii) Economic wellbeing: Aspirations, work and career</p> <p>Philosophy for Children P4C: Relationships and Changes</p>

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

Subject	Year A (2022-2023), (2024-2025) (2026-2027) etc.			Year B (2021-2022), (2023-2024), (2025-2026) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
<p>PSHE</p> <p>(see PSHE Association and Philosophy 4 Children schemes of work)</p>	<p>Health and Wellbeing</p> <p>i) Healthy lifestyles ii) Mental health</p> <p>Philosophy for Children P4C: New Beginnings and Getting on and falling out</p>	<p>Relationships</p> <p>i) Families and close positive relationships ii) Friendships</p> <p>Philosophy for Children P4C: Going for goals and Good to be me</p>	<p>Living in the wider world –</p> <p>i) Shared responsibilities ii) Communities iii) Media literacy and digital resilience</p> <p>Philosophy for Children P4C: Relationships and Changes</p>	<p>Health and Wellbeing</p> <p>i) Ourselves, growing and changing ii) Keeping safe iii) Drugs, alcohol & tobacco</p> <p>Philosophy for Children P4C: New Beginnings and Getting on and falling out</p>	<p>Relationships</p> <p>i) Managing hurtful behaviour & bullying ii) Safe relationships iii) Respecting self and others</p> <p>Philosophy for Children P4C: Going for goals and Good to be me</p>	<p>Living in the wider world –</p> <p>i) Economic wellbeing: money ii) Economic wellbeing: Aspirations, work and career</p> <p>Philosophy for Children P4C: Relationships and Changes</p>