

PSHE Progression Grid

As part of our PSHE curriculum, we provide our children with opportunities for them to learn about rights and responsibilities and what it means to be a member of a diverse society. Our children are encouraged to develop self-worth by playing a positive role in contributing to school life and the wider community.

A child from St. Mary's school will:

- Be able to make choices positive lifestyle choices
- Be an independent and a responsible member of the school community
- Be able to reflect in order to developed personally and socially
- Be able to tackle many of the moral, social and cultural issues that are part of growing up

This progression grid is not exhaustive of the knowledge and skills taught in relation to the PSHE and RSE guidance. PSHE is taught using a spiral curriculum that includes coverage and progression whereby lessons are adapted to best suit and respond to the needs of the children.

Year 1

	Feelings and Emotions	Relationships	Being Responsible	Computer Safety	Keeping/Staying Safe	Keeping/Staying Healthy	Our World	A World Without Judgement	Fire Safety
	<u>Jealousy</u> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words	<u>Friendship</u> • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view	<u>Water Spillage</u> • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible	<u>Online Bullying</u> • understand how your online actions can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments	<u>Road Safety</u> • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe	<u>Washing Hands</u> • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices	<u>Growing in Our World</u> • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique	<u>Democracy</u> understand what a democracy is • spot times when people vote or choose things together • know that people can think differently • talk about ways to make fair choices when we do not agree	<u>Hoax Calling</u> • understand the importance of being responsible and how our actions/ choices can affect others • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others
Vocabulary	Recognising Loneliness Frustration Experience Jealousy	Relationship Love Security Stability Reliable Disagree	Responsibility Responsible Accident Honesty Dishonest	Online Positive Negative	Community Pedestrian Pelican Crossing Puffin Crossing Toucan Crossing	Healthy Unhealthy Germs	Planet World Environment Humans Being Reproduce Protect Unique	Democracy Individual Liberty Rule of Law Tolerance Fair Rules Vote	Emergency Hoax

Year 2

	Feelings and Emotions	Relationships	Being Responsible	Computer Safety	Keeping/Staying Safe	Keeping/Staying Healthy	Our World	A World Without Judgement	Fire Safety
	<u>Worry</u> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words	<u>Bullying</u> • be able to name a range of feelings • understand why we should care about other people’s feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours	<u>Practise Makes Perfect</u> • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them	<u>Image Sharing</u> • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe	<u>Tying Shoelaces</u> • know the reasons to make sure your laces are tied • learn how to tie up laces properly • know rules to keep yourself and others safe • understand the differences between safe and risky choices	<u>Healthy eating</u> • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices	<u>Living in Our World</u> • understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean	<u>Individual Liberty</u> • understand that people can make their own choices and that these choices may be different from others • explain why it is important that everyone can make safe choices • recognise ways to respect the choices of others while making responsible choices themselves • identify their own strengths, interests and goals, understanding that these may be different from those around them	<u>Petty Arson•</u> understand the importance of being responsible and how our actions/ choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • be able to identify the differences between safe and risky choices
	<u>Anger</u> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words	<u>Body Language</u> • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person’s point of view • understand why it is important to care about other people’s feelings	<u>Helping Someone in Need</u> • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don’t know very well in the community • be able to identify the differences between being responsible and being irresponsible	<u>Computer Safety Documentary</u> • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe	<u>Staying Safe</u> • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices	<u>Brushing Teeth</u> • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth or when you forget, are tired, or busy	<u>Working in Our World</u> • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs	<u>Rule of Law</u> explain how rules help groups work and learn together at home, at school and in the community • understand why rules are important in helping people stay safe and treat others fairly • identify examples of rules that people follow in everyday life • recognise that rules apply to everyone and help people make fair and responsible choices	<u>Visit Fire Station</u> • understand the importance of being responsible and how our actions/ choice can affect others • be able to show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/ choices can affect others • be able to practise simple ways of staying safe and finding help
Vocabulary	Fidgety Annoyed Worry Anger Manage Control Trust	Bullying Mean Teasing Threatening Imagine Anti-bullying	Abilities Thoughtful Qualities Manners Appropriately Self-respect Improve	Permission Opinion Rules Declaration	Laces Buckle Velcro Accident Rules Unsafe	Ingredients Energy Repair Vitamins Natural Saturated Decay	Wildlife Community Credit Card Debit Card Spend Receive Save	Choices Opinions Law Differences Respectful Agree Disagree	Flammable

Year 3

	Feelings and Emotions	Relationships	Being Responsible	Computer Safety	Keeping/Staying Safe	Keeping/Staying Healthy	Our World	A World Without Judgement	Fire Safety
	<u>Grief</u> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words	<u>Touch</u> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people’s feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts	<u>Stealing</u> • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible	<u>Making Friends Online</u> • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online	<u>Leaning out of Windows</u> • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices	<u>Medicine</u> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices	<u>Looking After Our World</u> • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint	<u>Tolerance</u> • understand that people may have different beliefs, opinions and ways of living • explain why it is important to respect and tolerate differences between people • identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own • recognise how respectful behaviour helps create a fair and inclusive community	<u>Texting Whilst Driving</u> • understand how our actions and choices can affect others • be able to recognise how drivers can be distracted • know how to help others stay safe • be able to describe the differences between safe and risky choices
Vocabulary	Grief Confusion Memory Box	Communicate Situation Penis Testicles Vagina Vulva Anus Private parts Appropriate	Borrowing Stealing Irresponsible Responsible	Chatroom Report Respond Reply Childline	PCSO Appliances Dangerous Chemicals Warning Pressured Permission	Medicine Allergies Vaccination Antibodies Research Immune System Doctor	Reduce Re-use Recycle Environment Carbon footprint Carbon Global warming	Respect Disrespect Different beliefs Preferences Judge Represent Respectfully	Distraction Declaration

Year 4

	Feelings and Emotions	Being Responsible	Keeping/Staying Safe	Computer Safety	Keeping/Staying Healthy	The Working World	A World Without Judgement	First Aid	Growing and Changing
	<u>Jealousy</u> • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy	<u>Coming Home on Time</u> • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible	<u>Cycle Safety</u> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe	<u>Online Bullying</u> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help	<u>Healthy Living</u> • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle	<u>Chores At Home</u> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help	<u>Breaking Down Barriers</u> • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality	<u>First Aid</u> • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • identify the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock • understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is struggling to breathe	<u>Appropriate Touch (Relationships)</u> • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable
Vocabulary	Feelings Emotions Physical health Mental health Strategies	Punctual Responsible Capable Appointment	Statement Opinion Fact Strategies Junction Cycle safety	Online relationship Online bullying Offensive Insulting Rude Device Posting False content Opinion Rumours	Lifestyle Balanced Blood pressure Saturated fat Vital organs Food chart Carbohydrates Protein Calorie	Income tax VAT Contribution HM Revenue and Customs Society Chore Independence Self-motivation Apprenticeship Volunteer Stereotype	Judgement Equality Diversity Cohesion Barrier Attributes Similarities Differences Disability Polite Courteous Respectful	Treatment Emergency Severe Clinical Advisor Life-threatening Conscious Asthma Anaphylaxis Allergic Prescribed Obstruction	Nervous Scared Inappropriate Connection Civil partnership Marriage

Year 5

	Feelings and Emotions	Being Responsible	Keeping/Staying Safe	Computer Safety	Keeping/Staying Healthy	The Working World	A World Without Judgement	First Aid	Growing and Changing
	<u>Anger</u> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger	<u>Looking Out For Others</u> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way	<u>Peer Pressure</u> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident	<u>Image Sharing</u> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online	<u>Smoking</u> • explain some of the risks associated with smoking (physical, social, and Olegal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke	<u>Enterprise</u> • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise	<u>Inclusion and Acceptance</u> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion	<u>First Aid</u> • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • know when to call for emergency help	<u>Puberty</u> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty
Vocabulary	Displeasure Annoyance Hostility	Considerate Inconsiderate	Peer Pressure Encourage Risk Risk assessment Support network	Application Survey Kind Image sharing Illegal	Nicotine Addictive Illegal Respiratory system Cardiovascular disease Cigarette E-cigarette Tobacco	Enterprise Priority Fundraising	Inclusion Acceptance Discrimination. Unique Anti-social Hate crime	Unresponsive Underlying Casualty Compressions Unconscious	Puberty Hormone Anonymous question Vagina Vulva Ovaries Fallopian Penis Testicles Bladder

Year 6

	Feelings and Emotions	Being Responsible	Keeping/Staying Safe	Computer Safety	Keeping/Staying Healthy	The Working World	A World Without Judgement	First Aid	Growing and Changing
	<u>Worry</u> • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people	<u>Stealing</u> • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others’ lives in a negative way	<u>Water Safety</u> • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident	<u>Making Friends Online</u> • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online	<u>Alcohol</u> • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe	<u>In-App Purchases</u> • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money	<u>British Values</u> • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion	<u>First Aid</u> • identify a range of situations that may require first aid • understand how to support someone with a minor or serious head injury • understand how to support someone who is having a seizure • understand how to support someone with a severe bleed • know when to call for medical help • identify a range of situations that may require first aid • understand how to support someone with a minor burn or scald • understand how to support someone who is having a heart attack • understand how to support someone • know when to call for medical help	<u>Conception</u> • explain the terms ‘conception’ and ‘reproduction’ • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent
Vocabulary	Worry Anxious Troubled Positive action Prepare for change Mindfulness Strategies Managing emotions	Consent Possession Permission Trust Borrowing Stealing Responsible Irresponsible	Danger Consequences Water safety Water pollution Hidden currents Warning flags	Application Pretending Age Online activity Social media sites Password	Alcohol Ethanol Fermentation Unit Legal age limit Alcohol poisoning	Bank account Loan Tax Interest Debit card Credit card Wages Debt In-app purchases Budget Fairtrade Comparison Gambling	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance Stereotype British values Cohesion Equal rights	Minor Seizure Nauseous Incident	Conception Reproduction Consent Conceived Caesarean Foreskin Cervix Womb Urethra Fertilised IVF