

## PSHE Progressive Skills Document



PSHE is taught through units which enable pupils to become conscientious and respectful citizens. They cover all aspects of personal, social and health education; social, moral, spiritual and cultural education; British values and the rule of law and all aspects of the statutory relationships and sex education. The PSHE curriculum is taught around 6 Key Concepts which are revisited and developed as pupils progress through school.

**Key concepts:** A range of these ideas are explored through each PSHE unit and provide lenses through which to consider different aspects of this area of the pupil's personal development.

- **Being me in my world** (Who am I? Understanding my own identity and how I fit well in the class, school and global community)
- **Understanding Diversity** (Understanding diversity, respect, anti-bullying including cyber and homophobic bullying)
- **Dreams and goals** (achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)
- **Healthy me** (body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)
- **Relationships** (Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss)
- **Changing me** (Change, transition, relationships and Sex Education)

**Second order concepts:** These are PSHE / life skills that are taught and applied through each unit of the PSHE curriculum. These skills build progressively as pupils move through the school.

- **Emotional literacy** – (Self-awareness, social skills, empathy, motivation, managing feelings)
- **Responsibility** – (Personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)
- **Resilience** – (Developing strategies for resilience, ambition, personal best, managing emotions)
- **Written and oral expression:** (Using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)

**SMSC, British Values** and **Protected Characteristics** are key strands that are embedded across the whole PSHE curriculum and are revisited in most lessons. Therefore, the following concepts are explored through the PSHE curriculum:

- Social development
- Moral development
- Spiritual development
- Cultural development
- Emotional development
- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and belief
- Age
- Gender Reassignment
- Being Married or in a Civil Partnership
- Being pregnant or on Maternity leave
- Disability
- Race
- Religion
- Sex and Sexual Orientation

## End points

### **By the end of EYFS, pupils will be able to:**

- Begin to develop and form positive relationships.
- Show sensitivity towards the needs of others.
- Show self-confidence and awareness by trying new things and taking risks.
- Manage feelings and behaviour.
- Show and talk about their own emotions and those of others.
- Be able to differentiate between positive and negative behaviour and understand that negative behaviour has consequences.

### **By the end of Key Stage 1, pupils will be able to:**

- Develop their awareness of themselves in familiar contexts such as school and home.
- Understand how their behaviour impacts on others around them.
- Be able to identify what makes us all individuals and unique and celebrate diversity.
- Articulate their understanding of bullying and recognise the negative impact it has.
- Express how they can succeed and work collaboratively to achieve a goal.
- Understand how their body has changed from being a baby and describe the private parts of their bodies.
- Understand what kinds of things are health or unhealthy.

### **By the end of Key Stage 2, pupils will be able to:**

- Apply their understanding of themselves and others in a wider context such as their communities and the rest of the world.
- Understand how to manage their emotions effectively.
- Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.
- Understand how their bodies change through puberty and into adulthood.
- Further their understanding of how lifestyle choices can have a dramatic effect on their health and wellbeing, including drugs, cigarettes and alcohol.
- Set themselves aspirational targets that will help them as they progress into key stage 3.
- Use the knowledge they have gained and apply it by becoming a positive role model and global citizen.

## **Pedagogy**

The nature of a PSHE lesson encourages open and honest discourse between all participants in an environment that they feel safe in. To ensure this happens:

- Teachers should allow enough time for all children to share thoughts and experiences in the safety of the classroom environment.
- The Jigsaw charter is an essential tool for the start of the lesson to remind the children of the expectations of them in the lesson.
- Teachers should not be afraid to allow the lesson to deviate if the discussion naturally moves away from the original intent however the teacher should steer this back towards achieving the learning outcome set out at the start.
- Pupils should feel confident in making mistakes and teachers should use misconceptions as a learning tool rather than telling children they are wrong.
- Discussions should lead into periods of reflection during which pupils make personal and collaborative observations about the subject matter.
- In each lesson, pupils should be able to apply what they have learned although this does not always have to be a written outcome.
- Pupils should be encouraged to make self-assessments alongside teacher assessments.

## Progressive Objectives –

Our progressive objectives show what pupils should know and be able to do in each aspect of PSHE by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work. The **6 key concepts** are revisited throughout these units to allow pupils to make links and draw comparisons between different areas of PSHE learning.

Year Group	
	<b>Being me in my world</b> (Who am I? Understanding my own identity and how I fit well in the class, school and global community)
EYFS	
Year 1	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.
Year 2	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.
Year 3	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.
Year 4	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.
Year 5	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.
Year 6	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.

	<b>Understanding Diversity</b> (Understanding diversity, respect, anti-bullying including cyber and homophobic bullying)
EYFS	
Year 1	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special
Year 2	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.
Year 3	I can describe different conflicts that might happen in family or friendship groups and the effects of what people say in these situations
Year 4	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.
Year 5	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
Year 6	I can explain ways in which difference can be a source of conflict or a cause for celebration.

	<b>Dreams and goals</b> (achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)
EYFS	
Year 1	I can explain how I feel when I am successful and how this can be celebrated positively.
Year 2	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.
Year 3	I can explain the different ways that help me learn and what I need to do to improve.
Year 4	I can plan and set new goals even after a disappointment.
Year 5	I can compare my hopes and dreams with those of young people from different cultures.
Year 6	I can explain different ways to work with others to help make the world a better place

	<b>Healthy me</b> (body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)
EYFS	
Year 1	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.
Year 2	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices
Year 3	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.
Year 4	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.
Year 5	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.
Year 6	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.

	<b>Relationships</b> (Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss)
EYFS	
Year 1	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships
Year 2	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.
Year 3	I can explain how my life is influenced positively by people I know and also by people from other countries.
Year 4	I can recognise how people are feeling when they miss a special person or animal.
Year 5	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
Year 6	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.

	<b>Changing me</b> (Change, transition, relationships and Sex Education)
EYFS	
Year 1	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
Year 2	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.
Year 3	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
Year 4	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
Year 5	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
Year 6	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.