

Westgate CP School and Nursery Progression of Skills: PSHE



The document below has been designed to show how we will cover all of the relevant music knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content to their year group's topic.

EYFS - We have selected the Early Learning Goals that link most closely to the PSHE National Curriculum	
Personal, Social and Emotional Development (Making Relationships)	Physical Development (Health and Self-Care)
<ul style="list-style-type: none"> Children play co-operatively, taking turns with others. Children take account of one another's ideas about how to organise their activity. Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	<ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)	Understanding the World (People and Communities)
<ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. T Children say when they do or don't need help. 	<ul style="list-style-type: none"> Children talk about events in their own lives and the lives of family members. Children know that other children don't always enjoy the same things, and are sensitive to this. Children know about similarities and differences between themselves and others, and among families, communities and traditions.
Personal, Social and Emotional Development (Managing Feelings and Behaviour)	Understanding the World (The World)
<ul style="list-style-type: none"> 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. Children work as part of a group or class, and understand and follow the rules. Children adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> Children talk about events in their own lives and the lives of family members. Children know that other children don't always enjoy the same things, and are sensitive to this. Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond., as well as developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

Safeguarding

The statutory guidance on safeguarding for children in schools and colleges requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues including bullying,

Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the National Curriculum Framework states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory Programme of Study for Citizenship at KS1 and KS2.

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'

Two key aspects of PSHE education, Relationships Education and Health Education, will be compulsory in all primary schools from 2020.

Yr	Health and Wellbeing	Relationships	Living in the Wider World
1	<ul style="list-style-type: none"> I can think of star qualities I already have and those I would like to develop I can explain how a positive learning attitude can help me I can talk about jibs that people can do and tell my friends what I want to be when I grow up I can understand that it is a person's interests and skills that make them suited to doing a job I can think about things I would like to achieve in the future I can think about changes which might happen to me and consider how I feel about them I know I can choose what happens and to my body I can make healthy choices about sleep and exercise I can make healthy choices about food and drink I know how to keep my body clean I know what is safe to eat and drink 	<ul style="list-style-type: none"> I can talk about the teams I belong to I can be a good listener I can explain how to be kind I can say why it is important to be kind I can talk about unkind behaviour, teasing and bullying I can explain how to be a positive learner I can identify good and not so good choices I can talk about what makes me special I can name some of the different feelings I have and can describe how they feel I can talk about things that make me happy I can talk about things that make me unhappy or cross and have ideas about what to do when I have these feelings I can discuss how change and loss make me feel I can share what I feel with confidence 	<ul style="list-style-type: none"> I can explain where money comes from I can explain how we can keep money safe and why this is important I can explain choices I have about spending money and why it is important to keep track of what I spend. I can explain the difference between things we want and things we need I can explain how I keep my belongings safe and why this is important I can explain what happens when we go shopping I can describe ways that I can help my school community I can describe ways that I can be a good neighbour I can identify things that help and harm my neighbourhood I can describe what it is like to live in Britain I can explore how people living in Britain can be different and how they are the same I can share my ideas about being British and living in Britain
2	<ul style="list-style-type: none"> I can understand how happy thoughts can make me feel good I can make good choices and consider the impact of my decisions I can set myself goals and consider how to achieve them I can discuss my feelings and opinions with others and cope with difficult emotions I can discuss things I am thankful for and focus on what I do have, rather than what I don't have 	<ul style="list-style-type: none"> I can talk about the very important people in my life and explain why they are important I can describe why families are important I can describe what makes someone a good friend I can describe ways to help work out arguments and disagreements I can cooperate with others to achieve a task I can describe how I can show my special people that I care about them and understand why this is important 	<ul style="list-style-type: none"> I can explore family life in different countries and say how it is the same as mine and how it is different I can discuss homes and home life from around the world and say how they are the same as mine and how they are different I can explain what it is like to go to school in other countries and say how it is the same as or different to my school

	<ul style="list-style-type: none"> • I can focus on what is happening now and how I am feeling • I know how to stay safe and who can help if I feel unsafe • I know how to stay safe at home • I know how to stay safe when I am out and about • I can keep myself safe when I use the internet • I know my body belongs to me and how to keep my body safe • I know who to go to if I need help 	<ul style="list-style-type: none"> • I can name the main parts of boys' and girls' bodies • I understand how to respect my own and other people's bodies • I understand that we are all different and different people like different things • I can describe how I have changed since I was a baby • I can describe how I will change as I get older • I can describe things that might change in a person's life and how it might make them feel 	<ul style="list-style-type: none"> • I can explore places where people live which are different from where I live • I can think about how people use things from the earth and what problems this can cause • I can say why it is important to care for the earth and identify how I can help protect it • I can talk about what rights are and identify rights that all people have • I can explain who protects our rights • I can show respect for the rights of others and understand why this is important • I can show respect for the differences between people • I can understand why it is important to be fair • I can explain why making a positive difference is important
3	<ul style="list-style-type: none"> • I can identify achievements and suggest how my actions can help me achieve • I can identify personal goals and suggest actions I can take to achieve them • I can explain how a positive learning attitude can help me learn new things • I can identify the skills and attributes needed to do certain jobs • I understand that gender does not limit us in becoming what we want to in the future • I can discuss what job I might like to do when I grow up and what skills I need to achieve this • I know I can choose what happens to my body and how to say no • I know how to keep my body healthy • I know why it is important to get enough sleep 	<ul style="list-style-type: none"> • I can talk about changes and how they might make me feel • I can explain how and why we should work well as a team • I can describe how my actions and behaviour affect my team • I can pay attention to and respond considerately to others • I can describe why disputes might happen and strategies to resolve them • I can talk about my responsibilities towards my team • I can say things about myself that I am proud of • I can identify the feelings I have and describe how different emotions feel 	<ul style="list-style-type: none"> • I can explain what skills are needed for a range of jobs and why people go to work • I can explain the different ways people pay for things • I can explain ways people can borrow money and discuss some consequences of borrowing • I can explain the difference between things we want and things we need • I can explain how adverts try to influence our spending and why they do this • I can explain ways I can keep track of what I spend and why it is important to do this • I can explain describe what it is like to live in Britain • I can talk about what democracy is and understand why it is important

	<ul style="list-style-type: none"> • I know how good hygiene helps to stop the spread of disease • I know how to take medicines safely and keep safe around drugs • I know how to make better choices and choose healthy habits 	<ul style="list-style-type: none"> • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important • I know how to be assertive • I can explore messages given by the media and decide if they are helpful or harmful • I can identify different strategies I can use if I make a mistake 	<ul style="list-style-type: none"> • I can talk about what rules and laws are, and identify how they help us • I can talk about what liberty means and I can identify the rights of British people • I can describe a diverse society and talk about why it is important • I can explain what being British means to us and to others
4	<ul style="list-style-type: none"> • I understand that having a positive attitude is good for our mental health • I can recognise and manage positive and negative thoughts effectively • I understand that some changes can be difficult, but that there are things we can do to cope. • I can use mindfulness techniques to keep calm • I can identify uncomfortable emotions and manage them effectively • I can apply a positive attitude towards learning and take on new challenges. • I can be responsible for making good choices to stay safe and healthy • I can identify a risky situation and act responsibly • I understand that I can choose not to do something that makes me feel uncomfortable • I know how to be safe in and near the road • I know about dangerous substances and how they affect the human body • I can keep myself safe when I use the internet • I know that my body belongs to me and that I have control over what happens to it 	<ul style="list-style-type: none"> • I understand why we need new friendships and how to make them • I can create a list of positive actions needed to stay friends with my friends • I can identify my own support network • I can demonstrate strategies for resolving conflicts • I can identify what bullying is • I know what to do if someone is being bullied 	<ul style="list-style-type: none"> • I understand what rights are and that all people share the same rights • I understand what the <i>Universal Declaration of Human Rights</i> and the <i>Declaration of the Rights of the Child</i> are and why they are important • I can explain what democracy is and how this relates to rules and human rights • I understand that human rights are not dependent on responsibilities • I can explain what it means to respect the rights of others and I understand why this is important • I understand how stereotypes can stop people's human rights being met • I can discuss ways in which people's lives are similar and different and give reasons for these differences • I can explore differences of opinion and identify of I feel these are fair • I can think about the lives of people living in other places, make considered decision and give reasons for my opinions • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place

	<ul style="list-style-type: none"> • I understand why getting enough sleep is important • I know how to take care of my changing body • I understand the harmful effects of using drugs, including tobacco and alcohol • I understand what a positive body image is • I can make informed choices in order to look after my physical and mental health. 		<ul style="list-style-type: none"> • I can explain what climate change is and how it affects people's lives and identify what I can do to help • I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this
5	<ul style="list-style-type: none"> • I can understand how people learn new things and achieve goals • I can understand that a positive attitude towards learning can help us succeed in life • I can identify opportunities that may become available to me in the future and I am aware how to make the most of them • I can understand that gender does not determine what jobs you can do • I can understand why it is important to develop certain skills to prepare for the world of work • I can discuss my goals for the future and the steps I need to take to achieve them 	<ul style="list-style-type: none"> • I can talk about the attributes of a good friend • I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion • I can work collaboratively to complete a task • I can compromise to ensure a task is completed • I can reflect on the need to care for individuals within a team • I can understand the importance of shared responsibilities on helping a team to function successfully • I can explain why everyone is unique and understand why this should be celebrated and respected • I can explain why I should share my own thoughts and feelings and I know how to do this • I can explore uncomfortable feelings and understand how to manage them • I can understand why we sometimes feel shy or nervous and know how to manage these feelings • I can identify when I might have to make different choices from those around me • I can explore how it feels to make a mistake and describe how I can make amends 	<ul style="list-style-type: none"> • I can explain some financial risks we might encounter and can discuss how we can avoid them. • I understand how retailers try to influence our spending. • I understand what 'value for money' means and can explain how we can tell if things are good value. • I can explain why we need to budget and how we can make one • I can explain why people borrow money • I can explain what tax is and why we need to pay it. • I can talk about the range of faiths and ethnicities in Britain and identify ways of showing respect • I can explain what a community is and what it means to belong to one • I can explain why and how laws are made and identify what might happen if laws are broken • I can discuss the terms democracy and human rights in relation to local government • I can investigate what charities and voluntary groups do and how they support the community •

		<ul style="list-style-type: none"> • I can describe male and female body parts and explain what these are for • I can describe how boys' bodies will change as they go through puberty • I can describe how girls' bodies will change as they go through puberty • I can describe the feelings that some people experience as they grow up • I understand that there are many different types of relationships and families • I can describe how babies are made and how they are born • 	
6	<ul style="list-style-type: none"> • I understand the link between thoughts, feelings and behaviours • I understand the concept and impact of positive thinking • I can recognise and manage uncomfortable feelings • I understand the importance of making good choices • I can use mindfulness techniques in my everyday life • I can apply a growth mindset in my everyday life • I can take responsibility for my own safety • I can assess and manage different situations • I can confidently identify and manage pressure to get involved in risky situations • I can act sensibly and responsibly in an emergency • I can understand how to use mobile devices and the internet safely and responsibly 	<ul style="list-style-type: none"> • I can explain the importance of respecting my VIPs • I can identify different ways to calm down when I am feeling angry or upset • I understand that people have different opinions that should be respected • I can identify negative influences on my behaviour and suggest ways that I can resist these influences • I can explain when it is right to keep a secret, when it's not and who to talk to about this • I can recognise healthy and unhealthy relationships • I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies • I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings 	<ul style="list-style-type: none"> • I can talk about and understand how we can be responsible global citizens • I can describe what global warming is and what we can do to help prevent it from getting worse • I can explain how our energy use can harm the environment and describe what we can do to help • I can describe how we can use water responsibly and understand the importance of doing this • I can understand what biodiversity is and explain the importance of doing all we can to encourage it • I can make choices which make the world a better place and that help people across the world • I can explain what the <i>Universal Declaration of Human Rights</i> is and understand that children have their own rights • I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are

	<ul style="list-style-type: none"> I can understand that everyone has the right to feel safe and happy when using mobile devices and the internet 	<p>I can recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body</p> <p>I understand what a loving relationship is and that there are many types of relationships</p> <p>I understand what a sexual relationship is and who can have a sexual relationship</p> <p>I can describe the process of human reproduction from conception to birth</p>	<ul style="list-style-type: none"> I can identify why people's rights are sometimes not met in the UK and in places across the world I can explain how I can respect other people's rights and I understand why this is important I can explain how and why ideas about human rights have changed I can explain the role and importance of human rights activists
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