



St Paul's PSHE Progression Statements

PSHE Intent Statement:

At St Paul's CE Primary school we will "Start children off on the way they should go..." by enabling children to:

- become independent, confident, healthy and responsible members of society with mutual respect for others
- develop intellectually, morally, socially and spiritually
- build emotional literacy and resilience and nurture mental and physical health
- experience a culturally diverse curriculum with visual representations that reflect modern Britain

PSHE: Me and My Relationships

EYFS:

- Talk about similarities and differences.
- Name special people in their lives.
- Describe different feelings
- Identify who can help if they are sad, worried or scared.
- Identify ways to help others or themselves if they are sad or worried.

Year 1:

- Describe different feelings and how they can make our bodies feel.
- Know some strategies for dealing with 'not so good' feelings.
- Understand how our actions can hurt the feelings of others.
- Recognise special qualities in family and friends.
- Know which special people keep us safe and how.

Year 4:

- Know that feelings can vary by intensity, person and change over time.
- Know and understand the qualities of a 'positive, healthy relationship.'
- Know when it's appropriate to say no and how.
- Know the strategies and skills needed for collaborative work.
- Recognise bullying or pressured behaviour.

Year 3:

- Know that feelings and emotions help a person cope with difficult times.
- Recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.
- Recognise which strategies are appropriate for particular situations.
- Listen to and debate ideas and opinions with others with respect and courtesy.
- Recognise why friends may fall out and how to resolve issues.

Year 2:

- Recognise that people have different ways of expressing their feelings.
- Identify different ways to respond to the feelings of others.
- Recognise the differences between bullying, unkind behaviour or teasing.
- Learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.
- Recognise a healthy friendship and its qualities.

Year 5:

- Learn characteristics and skills in assertiveness.
- Apply their collaborative skills to friendships and assertiveness.
- Learn ways to resolve conflict in an assertive, calm and fair manner.
- Identify what things make a relationship unhealthy and who to talk to if they needed help.
- Recognise emotional needs according to circumstances and any risk factors that could affect them.

Year 6:

- Recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges
- Practise and use strategies in compromise and negotiation within a collaborative task or activity
- Consider the types of touch that are safe, legal and that they are comfortable with
- Name assertive behaviours and recognise peer influence or pressured behaviour
- Be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance

Year 7 (from main feeder school):

- Managing the challenges of moving to a new school.
- How to establish and manage friendships.
- The characteristics of positive and healthy friendships and relationships (trust, respect, honesty, kindness, boundaries, privacy, consent).

PSHE: Valuing Difference

EYFS:

- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the important of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.

Year 1:

- Know the key differences between teasing, being unkind and bullying.
- Recognise that everyone is different and will have different thoughts and ideas.
- Celebrate and begin to show empathy for those who are different.
- Identify those who are special to them (and their special qualities).
- Identify ways in which we can show kindness towards others and how that makes them feel .

Year 4:

- Identify different origins, national, regional, ethnic and religious backgrounds.
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- Recognise potential consequences of aggressive behaviour.
- Define the word respect.
- Understand and identify stereotypes, including those promoted in the media.

Year 3:

- Recognise that there are many different types of families.
- Identify the different communities that they belong to.
- Learn ways of showing respect through language and communication.
- Identify different origins, national, regional, ethnic and religious backgrounds.
- Recognise and explain why bullying can be caused by prejudice.

Year 2:

- Identify differences and similarities between others.
- Recognise and explain how a person's behaviour can affect other people.
- Learn and use different ways to show good listening.
- Explain how it feels to be part of a group and left out of a group.
- Recognise and talk about acts of kindness and how they can impact others.

Year 5

- Describe the benefits of living in a diverse society.
- Develop an understanding of discrimination and its injustice, and describe this using examples.
- Understand that the information we see online, either text or images, is not always true or accurate.
- Reflect on the impact of social media putting pressure on peoples' life choices.
- Consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour.

Year 6:

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.
- Know that all people are unique but that we have far more in common with each other than what is different about us.
- Understand and explain the term prejudice.
- Define what is meant by the term stereotype.
- Describe types of friendships and relationships and their differing positive qualities.

Year 7 (from main feeder school):

What are our identities and communities?

- Different aspects of our identity (personal, group, global, national)
- The role of 'community' (family, social, neighbourhood and global)
- The ways that people work together to improve their community
- Our individual role in our school community
- The roles played by individuals, public institutions and voluntary groups in society

PSHE: Keeping Myself Safe

EYFS:

- Talk about how to keep their bodies healthy and safe.
- Name ways to stay safe around medicines.
- Know how to stay safe in their home, classroom and outside.
- Know age-appropriate ways to stay safe online.
- Name adults in their lives and those in their community who keep them safe.

Year 1:

- Know that our bodies need healthy foods, exercise, oxygen and sleep for energy.
- Recognise emotions and physical feelings associated with feeling unsafe.
- Learn the PANTS rule and which parts of the body are private.
- Understand that medicines can sometimes make people feel better when they're ill.
- Talk about safety and responsibility around medicines.

Year 2:

- Explain simple issues of safety and responsibility about medicines and their use.
- Identify situations in which they would feel safe or unsafe.
- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.
- Identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.
- Identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.

Year 3:

- Identify risk factors in given situations.
- Define the words danger and risk and explain the difference between the two.
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.
- Recognise potential risks associated with browsing online.
- Recognise and describe appropriate behaviour online as well as offline.

Year 4:

- Define the words danger and risk and explain the difference between the two
- Describe the different types of things that may influence a person to take a risk
- Understand and explain the risks that cigarettes and alcohol can have on a person's body
- Understand that influences can be both positive and negative
- Know and explain strategies for safe online sharing
- Understand the implications of sharing images online without consent

Year 5

- Reflect on risk and the different factors and outcomes that might influence a decision.
- Reflect on the consequences of not keeping personal information private and the risks of social media.
- Explore the categorisation of drugs and the risks associated with medicines.
- Learn some key facts and information about drugs and medicines.
- Recognise the features of face to face and online bullying and the strategies that deal with it.

Year 6:

- Explore the risks and legality of communicating and sharing online.
- Describe and explain how easily images can be spread online.
- Explain some of the laws, categories and uses of drugs (both medical and non-medical).
- Understand the definition of an emotional need and how they can be met.
- Explore and understand the terms 'conflicting emotions', responsibility and independence.

Year 7 (from main feeder school):

- Personal safety on the journey to/from school

PSHE: Rights and Responsibilities

EYFS:

- Understand that they can make a difference.
- Identify how they can care for their home, school and special people.
- Talk about how they can make an impact on the natural world.
- Talk about similarities and differences between themselves.
- Demonstrate building relationships with friends.

Year 1:

- Identify ways of taking care of their health.
- Identify how others take care of their environment.
- Take care of something or someone else.
- Talk about the importance of looking after money.
- Learn what to do when someone is injured.

Year 4:

- Learn about human rights and responsibilities and how they can impact their community.
- Recognise that they have a part in caring for and supporting their community.
- Recognise influences, facts and opinions and doing so in a critical manner.
- Identify the impact of bystander behaviour and how they can make a difference to a situation.
- Define terms related to finance and explain how society is supported by the income of others.

Year 3:

- Talk about and identify people who help them in school and the community.
- Learn differences between 'fact' and 'opinion'.
- Discuss, plan and evaluate ways of helping the environment.
- Learn about saving, spending and essential purchases.
- Consider how money is earned and the different facts affecting this.

Year 2:

- Identify strategies in cooperation.
- Identify strategies in self-regulation.
- Name ways to stay safe when using the internet.
- Recognise that they have a responsibility to help care for their immediate and broader environment.
- Learn about saving and spending money.

Year 5:

- Give Identify, write and discuss issues currently in the media concerning health and wellbeing.
- Define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.
- Identify the responsibilities to my home, community and environment I might have in the future.
- Consider what advice to give relating to saving and borrowing money.
- Define financial terms and explain how others have financial responsibility for the community.

Year 6:

- Analyse and reflect on bias in the media.
- Discuss methods of saving and consideration for spending money.
- Discuss voluntary and pressure groups and their role in making changes to our communities and environments.
- Identify or suggest ways that help the environment.
- Define 'democracy' and explain how laws are made.

Year 7 (from main feeder school):

- Defining and exploring the concept of human rights.
- Identifying how rights have developed over time.
- The United Nations Convention on the Rights of the Child.
- Right to education and healthcare.
- Right to accurate and reliable information.

PSHE: Being My Best

EYFS:

- Feel resilient and confident in their learning.
- Name and discuss different types of feelings and emotions.

Year 1:

- Recognise how a healthy variety of food can make us feel great.
- Recognise that learning a new skill requires practice and the opportunity to fail, safely.
- Identify strategies to resolve conflict.
- Give and receive praise.

Year 2:

- Explain the stages of the learning line showing an understanding of the learning process.
- Understand the importance of good hand and dental hygiene.
- Recognise what the body needs to have energy and stay well.
- Identify parts of the body that process food and create energy.

Year 3:

- Recognise how different food groups work in our body.
- Explain how some infectious illnesses are spread from one person to another.
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explore respiratory and digestive processes.
- Identify my achievements and skills to work on.
- Explain how skills are developed.

Year 4:

- Identify how they and their friends are unique.
- Recognise that we all make different choices because we are unique.
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs).

Year 5:

- Describe the four main internal systems of the human body.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify the skills and qualities that make us successful and achieve our best.
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.
- Consider the different responsibilities that they and others have for their health and wellbeing.

Year 6:

- Consider how healthy wellbeing and mental health can contribute to a person's aspirations and success.
- Define aspirations and goals.
- Recognise that we will meet challenges on the way to achieving our goals.
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
- Understand risks related to growing up and explain the need to be aware of these.

Year 7 (from main feeder school):

- How to talk about their emotions accurately and sensitively using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.

PSHE: Growing and Changing

EYFS:

- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that babies are made by a man and a woman.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.

Year 1:

- Think of what babies need to stay happy and healthy.
- Identify the changes they have made since they were a baby.
- Identify the difference between a surprise and a secret.
- Identify who they can talk to about secrets.
- Identify some internal organs and those body parts which are private.
- Identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.

Year 4:

- Identify the different emotional reactions to different types of change and discuss.
- Understand how the onset of puberty can have emotional as well as physical impact.
- Learn what happens to a woman and mans body during puberty and that this is linked to reproduction.
- Know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
- Know that marriage should be entered into freely.

Year 3:

- Identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.
- Identify the different types of relationships people have and their different purposes and qualities.
- Identify what makes a positive relationship and what makes a negative relationship.
- Identify puberty changes.

Year 2:

- Give positive feedback to someone.
- Recognise the range of feelings associated with loss and to discuss things people can do to feel better.
- Identify the different stages of growth and what people are able to do at these different stages.
- Identify the human private parts/genetalia and explain that they are used to make a baby.
- Explain who can see someone's private part, what consent means and how to protect privacy.

Year 5:

- Describe the intensity of different feelings and strategies to build resilience.
- Understand the different types of feelings and emotions associated with puberty.
- Recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.
- Identify the different products someone might use during puberty or menstruation.
- Explain how people might feel at times of change and loss. Consider strategies when coping with this.

Year 6:

- Identify types of emotional responses and some strategies for coping with change.
- Identify the physical and emotional challenges faced during puberty and the strategies or support available for this.
- Understand that social media and fame don't always reflect true appearance.
- Give positive feedback that is based on a person's qualities.
- Identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.
- Identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.

Year 7 (from main feeder school):

- Key facts about puberty in males and females and the changing adolescent body.
- Menstruation
- Managing personal hygiene and emotions during puberty.