

Progression of skills and knowledge in PSHE

Kidsafe

All children throughout their time in school will also follow Kidsafe Programmes 1 and 2. The primary purpose of Kidsafe is to equip our children with simple, yet effective skills to keep themselves safe from the various forms of abuse without shattering their innocence. The Children's programmes are delivered in the classroom setting with active participation from class teachers. The course material is always age-appropriate with key messages delivered through the use of a variety of media including song, rhyme and action, puppetry, group discussions and worksheets. During the programme the children cover a range of topics including, their own feelings (happy/sad), respecting and valuing their own bodies, bullying, computer and internet safety, inappropriate touching and secrets in relation to abuse. Children devise strategies (as a group and as individuals) for keeping themselves safe. Strategies include the confidence and ability to say 'NO' to anything that makes them feel uncomfortable, and children identify their own support network of trusted adults that they can turn to if they are scared or worried about anything.

Our curriculum builds on the skills that our children learn in the EYFS

- Children can talk about their own needs, wants and interests
- Children are able to share opinions to group/class.
- Children are able to work and learn with peers. They can follow rules and adapt their choices to different situations.
- Children know and understand some ways to manage their feelings and how different behaviours have different consequences.
- Children can hold conversations with familiar and unfamiliar adults.
- Children can form positive relationships with children and adults.
- Children can resolve minor disagreements and listen to others to reach a mutual agreement.
- Children know about the importance of a healthy diet and physical exercise.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>about situations when someone's body or feelings might be hurt and whom to go to for help.</p> <p>about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p>	<p>how to be a good friend, e.g. kindness, listening, honesty</p> <p>about different ways that people meet and make friends</p> <p>strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>about what causes arguments between friends</p>	<p>that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support</p>	<p>Understand how they can improve or support respectful; relationships by recognising and managing feelings.</p> <p>Recognise different types of relationships and the importance of being in stable caring relationships.</p> <p>about the features of positive healthy friendships such as mutual respect,</p>	<p>what makes a healthy friendship and how they make people feel included</p> <p>strategies to help someone feel included.</p> <p>that it is common for friendships to experience challenges</p> <p>strategies to positively resolve disputes and reconcile differences in</p>	<p>what it means to be attracted to someone and different kinds of loving relationships</p> <p>that people who love each other can be of any gender ethnicity or faith</p> <p>the difference between gender identity and sexual orientation and everyone's right to be loved</p>

Progression of skills and knowledge in PSHE

	<p>how to respond if being touched makes them feel uncomfortable or unsafe</p> <p>when it is important to ask for permission to touch others</p> <p>how to ask for and give/not give permission</p> <p>what kind and unkind behaviour mean in and out school</p> <p>how kind and unkind behaviour can make people feel</p> <p>about what respect means</p> <p>about class rules, being polite to others, sharing and taking turns.</p> <p>identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers.</p> <p>understand the role these different people play in children's lives and how they care for them</p> <p>know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>to know the importance of telling someone — and how to tell them — if they are worried about something in their family.</p>	<p>how to positively resolve arguments between friends</p> <p>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else cooperatively in different groups and situations</p> <p>how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>	<p>in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried what to do and whom to tell</p> <p>if family relationships are making them feel unhappy or unsafe.</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved</p> <p>about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p>trust and sharing interests</p> <p>how to seek support with relationships if they feel lonely or excluded</p>	<p>friendships</p> <p>that friendships can change over time and the benefits of having new and different types of friends</p> <p>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>when and how to seek support in relation to friendships</p> <p>Know why being different can provoke bullying and why this is unacceptable.</p> <p>To understand the nature and consequence of discrimination, teasing, bullying and aggressive behaviours and prejudice based language</p> <p>that for some people their gender identity does not correspond with their biological sex</p> <p>To understand the nature and consequence of discrimination, teasing, bullying and aggressive behaviours and prejudice based language</p>	<p>about the qualities of healthy relationships that help individuals flourish</p> <p>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</p> <p>that people have the right to choose whom they marry or whether to get married</p> <p>that to force anyone into marriage is illegal</p> <p>how and where to report forced marriage or ask for help if they are worried</p>
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Progression of skills and knowledge in PSHE

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Living in the Wider World	<p>To understand what rules are and why we follow them</p> <p>To know how to care for others and support their needs.</p> <p>To know what your strengths and interests are.</p> <p>To know how to use online services to communicate and how to do this safely.</p> <p>To know the different groups they belong to.</p>	<p>To know how recycling can have a positive effect on the environment</p> <p>To know how their choices impact the environment.</p> <p>The importance of protecting the environment and how everyday actions can either support or damage it</p> <p>How to show compassion for the environment, animals and other living things</p> <p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>how money can be kept and looked after.</p> <p>about getting, keeping and spending money</p> <p>that people are paid money for the job they do</p> <p>how to recognise the difference between needs and wants</p> <p>how people make choices about spending money, including thinking about needs and wants</p> <p>to recognise that they are all equal, and ways in which they are the same</p>	<p>the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>about common myths and gender stereotypes related to work</p> <p>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p>	<p>To know the impact of climate change.</p> <p>To know why it is important to save energy and water and how it has a positive effect on the environment.</p> <p>To know how their choices impact the environment.</p> <p>The importance of protecting the environment and how everyday actions can either support or damage it</p> <p>How to show compassion for the environment, animals and other living things</p> <p>About the way that money is spent and how it affects the environment</p> <p>To express their own opinions about their responsibility towards the environment</p> <p>the meaning and benefits of living in a community</p> <p>to recognise that they belong to different communities as well as the school community</p> <p>about the different groups that make up and contribute to a community</p> <p>about the individuals and</p>	<p>You need rules to keep people safe and so people know what behaviour they should be following.</p> <p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p>	<p>to know that everyone has human rights and children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To recognise that we have rules for a reason that need to be followed.</p> <p>about value for money and how to judge if something is value for money</p> <p>how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>about common risks associated with money, including debt, fraud and gambling</p> <p>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>how to get help if they are concerned about gambling or other financial risks</p>

Progression of skills and knowledge in PSHE

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		and different to others in their community	about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them.		
Health and Wellbeing	<p>what it means to be healthy and why it is important</p> <p>ways to take care of themselves on a daily basis</p> <p>about basic hygiene routines, e.g. hand washing</p> <p>about healthy and unhealthy foods, including sugar intake</p> <p>about physical activity and how it keeps people healthy</p> <p>about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunchtime supervisors.</p> <p>How to keep safe in the sun.</p> <p>to recognise what makes them special and unique</p>	<p>about the human life cycle and how people grow from young to old</p> <p>how our needs and bodies change as we grow up</p> <p>to identify and name the main parts of the body including external genitalia</p> <p>about change as people grow up, including new opportunities and responsibilities.</p> <p>about routines and habits for maintaining good physical and mental health</p> <p>why sleep and rest are important for growing and keeping healthy</p> <p>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>the importance of, and routines for, brushing teeth and visiting the dentist</p>	<p>that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests form part of a person's identity</p> <p>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g.</p>	<p>To recognise that we have rules for a reason that need to be followed.</p> <p>To understand that people may try to persuade us to do things and we have the right to say no.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>to recognise what is meant by a 'drug.' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p>	<p>how sleep contributes to a healthy lifestyle</p> <p>healthy sleep strategies and how to maintain them</p> <p>that bacteria and viruses can affect health</p> <p>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>to recognise the shared responsibility of keeping a clean environment</p> <p>to understand that good personal hygiene becomes even more important through puberty.</p> <p>To know how their body will and emotions may change as they approach and move through puberty.</p> <p>Understand about menstrual wellbeing including the key facts</p>	<p>To understand that people may try to persuade us to do things and we have the right to say no.</p> <p>To recognise when they need help and to develop the skills to ask for help;</p> <p>to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>to recognise what is meant by a 'drug.' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>to identify some of the risks associated with drugs common to everyday life</p>

Progression of skills and knowledge in PSHE

	<p>including their likes, dislikes and what they are good at.</p> <p>how they are the same and different to others</p> <p>about different kinds of feelings how to recognise feelings in themselves and others</p> <p>how feelings can affect how people behave to recognise what makes them special and unique</p> <p>how to get help in an emergency and what to do if someone is hurt.</p>	<p>about food and drink that affect dental health</p> <p>how to describe and share a range of feelings</p> <p>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p>how to manage big feelings including those associated with change, loss and bereavement</p> <p>when and how to ask for help, and how to help others, with their feelings</p> <p>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>how to help keep themselves safe at home in relation to electrical appliances, fire safety, medicines/household products</p> <p>about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.</p> <p>how to get help in an emergency and what to do if someone is hurt.</p>	<p>passwords, using trusted sites and adult supervision</p>	<p>to identify some of the risks associated with drugs common to everyday life</p> <p>that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p> <p>about peer influence and how it can make people feel or behave</p> <p>the impact of the need for peer approval in different situations, including online.</p> <p>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>To know about the process of growing from young to old and how people's needs change and the responsibilities that increasing independence may bring.</p> <p>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>what good physical health means and how to recognise early signs of physical illness</p> <p>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p>	<p>about the menstrual cycle.</p> <p>how to recognise, respect and express their individuality and personal qualities</p>	<p>that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p> <p>about peer influence and how it can make people feel or behave</p> <p>the impact of the need for peer approval in different situations, including online.</p> <p>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>To know the differences between terms 'risk', 'danger' and 'hazard'</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly</p> <p>To know about the facts of the human lifecycle, including how babies are made – human reproduction</p> <p>Identify some of the skills and qualities needed to be a parent and carer.</p> <p>recognise that both men and women can take on the roles and responsibilities of looking after a child.</p> <p>To know key facts about</p>
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Progression of skills and knowledge in PSHE

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