

**Senacre Wood Primary School
PSHE Skills Progression and Coverage**

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
SEAL UNITS * New Beginnings *Staying Healthy *Getting on and falling out *Say no to bullying *Keeping myself safe *Going for Goals *Our Community (See RE curriculum) *Good to be me *Relationships *Internet Safety (see computing curriculum) *Changes	*Personal , Social and Emotional Development (Self Confidence and Self Awareness, Managing Feelings and Behaviour, Making Relationships) Communication and Language (Listening, Understanding, Speaking) Understanding the World (People and Communities, The World, Technology) Physical Development (Health and Self Care)	<p>Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings</p> <p>Share their views and opinions and set themselves simple goals</p> <p>Make simple choices about some aspects of their health and well being and know what keeps them healthy</p> <p>Realise that money comes from different sources and can be used for different purposes</p> <p>Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old</p> <p>Recognise choices they can make and recognise the difference between right and wrong</p> <p>Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations</p>	<p>Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities</p> <p>Share their views and opinions and reasons for them, and set more challenging goals both short and medium term</p> <p>Make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy</p> <p>Realise and be able to describe that money comes from different sources and different uses of it</p> <p>Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this</p> <p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong</p> <p>Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations</p>	<p>Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges</p> <p>Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others</p> <p>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way</p> <p>Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money</p> <p>Express simple ideas, with support, about how to develop healthy lifestyles</p> <p>Identify, with support, some factors that affect how people think and feel</p> <p>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being</p> <p>With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations</p>	<p>Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges</p> <p>Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others</p> <p>Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way</p> <p>Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money</p> <p>Express simple ideas, with support, about how to develop healthy lifestyles</p> <p>Identify, with support, some factors that affect how people think and feel</p> <p>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being</p> <p>With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations</p>	<p>Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges</p> <p>Express their views confidently, and listen to and show respect for the views of others</p> <p>Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way</p> <p>Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money</p> <p>Make choices about how to develop healthy lifestyles</p> <p>Identify some factors that affect emotional health and well being</p> <p>Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being</p> <p>List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations</p>	<p>Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges</p> <p>Express their views confidently, and show how their views can develop in the light of listening to others</p> <p>Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way</p> <p>Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money</p> <p>Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles</p> <p>Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them</p> <p>Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being</p> <p>List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and effects and risks, and explain how to manage the risks in different familiar situations</p>

				Identify different types of relationships and, with support, show ways to maintain good relationships	Identify different types of relationships and, with support, show ways to maintain good relationships	Identify different types of relationships and show ways to maintain good relationships	Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships
	Recognise that bullying is wrong and list some ways to get help in dealing with it	Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims	Understand, with support, the nature and consequences of bullying, and ways of responding to it	Understand, with support, the nature and consequences of bullying, and ways of responding to it	Understand, with support, the nature and consequences of bullying, and ways of responding to it	Describe the nature and consequences of bullying, and express ways of responding to it	Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so
	Recognise the effect of their behaviour on other people, and cooperate with others	Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties	Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities
	Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues	Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates	With support, research, discuss and debate topical issues, problems and events	With support, research, discuss and debate topical issues, problems and events	With support, research, discuss and debate topical issues, problems and events	Research, discuss and debate topical issues, problems and events	Take a lead role in researching, discussing and debating topical issues, problems and events
	Agree and follow rules for their group and classroom, and understand how rules help them	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules
	Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school	Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school	Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices
	Identify and respect differences and similarities between people and explain different ways that	Identify, describe with confidence and respect differences and similarities	Understand some basic facts about democracy and about some of the institutions that support it locally and nationally	Understand some basic facts about democracy and about some of the institutions that support it locally and nationally	Understand some basic facts about democracy and about some of the institutions that support it locally and nationally	Understand what democracy is, and about the basic institutions that support it locally and nationally	Understand and describe what democracy is, institutions that support it locally and nationally and how it happens
			Understand some of the range of national, regional, religious	Understand some of the range of national, regional, religious	Understand some of the range of national, regional, religious		Appreciate and explain the range of national, regional, religious and ethnic identities in

		<p>family and friends should care for one another</p> <p>Understand what improves and what harms their local, natural and built environments and contribute to looking after them</p>	<p>between people and explain a wider range of ways that family and friends should care for one another</p> <p>Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them</p>	<p>and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore, with support, how the media present information</p>	<p>and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore, with support, how the media present information</p>	<p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society</p> <p>Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore how the media present information</p>	<p>the United Kingdom and describe some of the different beliefs and values in society</p> <p>Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Explore and comment on how the media present information</p>
Vocabulary		<p>Basic emotion vocab (happy, sad, angry, scared), calm, goal, healthy, unhealthy, diet, exercise, sleep, basic body parts, old, young, medicine, chemicals, rules, community, money, job, bank, save, spend, litter</p>	<p>More complex emotion vocab (anxious, confused, frustrated) relax, pollution, opinion, respect</p>	<p>Puberty, legal, illegal, Peer pressure, effects, risks, lifestyle, resist, tolerance,, resolve, democracy, media</p>	<p>Belief, value, institutions, racism, sexism, stereotype</p>	<p>Alternative, ethnic, regional, institution</p>	<p>Economy/economic, sustainability ;, common drugs,</p>
Online Safety		<p>I can tell you what personal information is.</p> <p>I can keep my password private.</p> <p>I can tell an adult when I see something worrying or unexpected online.</p> <p>I can talk about why it's important to be kind and polite.</p>	<p>I can explain why I need to keep my personal information and password private.</p> <p>I know what to do and who to tell if I see something inappropriate online I can explain why it is important to be kind and polite online.</p> <p>I can recognise age appropriate websites.</p>	<p>I can talk about what makes a secure password and why they are important.</p> <p>I can discuss what actions could be taken if I am uncomfortable or upset online e.g. Report Abuse button.</p> <p>I can give examples of 'good' and 'bad' behaviour online. I can make judgments in order to stay safe, whilst communicating with others online.</p> <p>I know that not everyone online is who they say they are.</p> <p>I can choose age appropriate websites.</p> <p>I can make good choices about the amount of time I spend online.</p>	<p>I can choose a secure password when I am using a website.</p> <p>I can describe, in detail, what is good behaviour online.</p> <p>I know that anything I post online can be seen by others.</p> <p>I can discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns.</p> <p>I can help my friends make good choices about the amount of time I spend online.</p>	<p>I know how to respond if asked for personal details or in the event of receiving unpleasant communications.</p> <p>I can identify dangers when presented with scenarios and explain how to respond to them. E.g. social networking profile</p> <p>I can be a good online citizen. I can discuss my own personal use of the Internet and choices I make.</p> <p>I can discuss the dangers of spending too much time online.</p>	<p>I can judge what sort of privacy settings might be relevant to reduce different risks I can discuss scenarios involving online risk and how to respond to them.</p> <p>I recognise that cyber bullying is unacceptable and I know strategies for dealing with it.</p> <p>I can find report and flag buttons in commonly used sites and name sources of help.</p> <p>I can explain the consequences of spending too much time online or on a game.</p>
Relationships and Sex Education			<p>1.Differences To begin to understand life-cycles To explore the differences between male and female</p>	<p>2.How did I get Here? Understand that a baby develops inside a mother's womb.</p>	<p>4 Changes Understand some physical and emotional changes that occur during puberty</p>	<p>5 How babies are made Know how babies are made Explore the idea of relationships, including friendships, parent-child and</p>	<p>7Girl Talk Consider physical and emotional changes that happen to girls in puberty</p>

				<p>Male and female sex parts are needed to make a baby Say how they have developed since being a baby 3. Growing Up Know we grow and change as we get older Know that some changes are social, that we become more independent and able to consider others To look at identity, self-esteem, and reinforce the belief that we are all special.</p>	<p>To know there are changes that will happen that we have no control over. We can make choices about the changes that we can control</p>	<p>family relationships and adult sexual relationships 6 How babies are born Know how a baby develops in the womb during pregnancy Know how babies are born Consider the needs of babies before and after birth Reflect on roles and relationships in the family</p>	<p>Address concerns and worries – Know who to turn to for support and advice Boys become more aware of changes that happen to girls 8 Boy Talk Consider physical and emotional changes that happen to boys in puberty Address concerns and worries – Know who to turn to for support and advice Girls become more aware of changes that happen to boys 9 Lets Talk about Sex Consider how sex is presented in the media Consider sexual stereotyping Know that changing emotions are a normal aspect of puberty</p>
RSE Vocabulary			<p>Baby, boy, different, female, girl, kitten, male, man, penis, sex parts, vagina, woman</p>	<p>2 breast, fertilisation, foetus, hospital, ovaries, penis, pregnant, testicles, vagina, womb 3 baby, birthday, cake, celebrate, change, child, grandparent, growing, grown-up, living, parent, party, presents, special, suckling, teenager, toddler</p>	<p>Clitoris, egg, ovaries, penis, period, puberty, menstruation, scrotum, sexual relationship, sperm, testicles, vagina</p>	<p>5 caring, conception, egg, fertilisation, friend, honesty, love, making love, sexual relationship, sperm, trust, womb 6 fertilisation, foetus, labour, oxygen, pregnancy, pregnant, ultrasound, umbilical cord, womb</p>	<p>7 Crush, hormone, menstruation, period, puberty, sexual attraction 8 girlfriend, masturbation, puberty, relationship, shaving, spots, wet dream 9 condom, gay, gender, lesbian, media, relationship, stereotype</p>