



PSHE Progression at Weeton St Michael's Primary School



CURRICULUM SUBJECT:	PSHE	SUBJECT LEADS:	Luke Smith
What are the Y6 end of school end goals?	<p><b>Emotional Awareness and Support:</b> Students can identify and manage their feelings, know when they need help, and confidently reach out to trusted adults for support.</p> <p><b>Healthy Friendships and Relationships:</b> Students understand what makes a positive relationship, know how to be a good friend, and can use assertiveness to deal with conflicts or inappropriate behaviour</p> <p><b>Respect and Diversity:</b> Students can appreciate similarities and differences in people, challenge stereotypes, and understand the importance of respect and tolerance in creating a safe and inclusive environment.</p> <p><b>Online and Offline Safety:</b> Students are aware of the risks associated with both online and offline situations, can make safe choices, and know how to protect their personal information.</p> <p><b>Resilience and Goal Setting:</b> Students can set personal goals, overcome challenges with resilience, and recognize the importance of both physical and emotional well-being.</p>		
How is the curriculum at Weeton St Michael's Primary School sequenced towards these end points?			
<b>EYFS</b>			
<i>Me and My Relationships</i>	<ol style="list-style-type: none"> <li>1. Talk about similarities and differences.</li> <li>2. Name special people in their lives.</li> <li>3. Describe different feelings</li> <li>4. Identify who can help if they are sad, worried or scared.</li> <li>5. Identify ways to help others or themselves if they are sad or worried.</li> </ol>		
<i>Valuing Difference</i>	<ol style="list-style-type: none"> <li>1. Be sensitive towards others and celebrate what makes each person unique.</li> <li>2. Recognise that we can have things in common with others.</li> <li>3. Use speaking and listening skills to learn about the lives of their peers.</li> <li>4. Know the importance of showing care and kindness towards others.</li> <li>5. Demonstrate skills in building friendships and cooperation.</li> </ol>		
<i>Keeping Safe</i>	<ol style="list-style-type: none"> <li>1. Talk about how to keep their bodies healthy and safe.</li> <li>2. Name ways to stay safe around medicines.</li> <li>3. Know how to stay safe in their home, classroom and outside.</li> <li>4. Know age-appropriate ways to stay safe online.</li> <li>5. Name adults in their lives and those in their community who keep them safe.</li> </ol>		
<i>Rights and Respect</i>	<ol style="list-style-type: none"> <li>1. Understand that they can make a difference.</li> <li>2. Identify how they can care for their home, school and special people.</li> <li>3. Talk about how they can make an impact on the natural world.</li> <li>4. Talk about similarities and differences between themselves.</li> <li>5. Demonstrate building relationships with friends.</li> </ol>		
<i>Being my Best</i>	<ol style="list-style-type: none"> <li>1. Feel resilient and confident in their learning.</li> <li>2. Name and discuss different types of feelings and emotions.</li> <li>3. Learn and use strategies or skills in approaching challenges.</li> <li>4. Understand that they can make healthy choices.</li> </ol>		



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<p><i>Growing and Changing</i></p>	<ol style="list-style-type: none"> <li>1. Understand that there are changes in nature and humans.</li> <li>2. Name the different stages in childhood and growing up.</li> <li>3. Understand that babies are made by a man and a woman.</li> <li>4. Use the correct vocabulary when naming the different parts of the body.</li> <li>5. Know how to keep themselves safe.</li> </ol>		
<p><b>Year 1/2 Cycle A</b></p>		<p><b>Year 1/2 Cycle B</b></p>	
<p><i>Me and My Relationships</i></p>	<ol style="list-style-type: none"> <li>1. To name a variety of different feelings and explain how these might make me behave.</li> <li>2. To think of some different ways of dealing with 'not so good' feelings.</li> <li>3. To know when I need help and who to go to for help.</li> <li>4. To be able to tell you some different classroom rules.</li> </ol>	<p><i>Me and My Relationships</i></p>	<ol style="list-style-type: none"> <li>1. To tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</li> <li>2. To suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.</li> <li>3. To tell you about some classroom rules we have made together.</li> <li>4. To give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</li> </ol>
<p><i>Valuing Difference</i></p>	<ol style="list-style-type: none"> <li>1. To say ways in which people are similar as well as different.</li> <li>2. To say why things sometimes seem unfair, even if they are not.</li> </ol>	<p><i>Valuing Difference</i></p>	<ol style="list-style-type: none"> <li>1. I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view</li> </ol>
<p><i>Keeping Safe</i></p>	<ol style="list-style-type: none"> <li>1. To say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone)</li> <li>2. To give examples of how I keep myself healthy.</li> <li>3. To say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</li> </ol>	<p><i>Keeping Safe</i></p>	<ol style="list-style-type: none"> <li>1. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</li> <li>2. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something</li> <li>3. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely</li> </ol>
<p><i>Rights and Respect</i></p>	<ol style="list-style-type: none"> <li>1. To give some examples of how I look after myself and my environment - at school or at home</li> <li>2. To say some ways that we look after money.</li> </ol>	<p><i>Rights and Respect</i></p>	<ol style="list-style-type: none"> <li>1. I can give examples of when I've used some of these ideas to help me when I am not settled.</li> </ol>
<p><i>Being my Best</i></p>	<ol style="list-style-type: none"> <li>1. To name a few different ideas of what I can do if I find something difficult.</li> <li>2. To say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</li> </ol>	<p><i>Being my Best</i></p>	<ol style="list-style-type: none"> <li>1. I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy</li> <li>2. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> </ol>
<p><i>Growing and Changing</i></p>	<ol style="list-style-type: none"> <li>1. To identify an adult I can talk to at both home and school. If I need help.</li> <li>2. To tell you some things I can do now that I couldn't do when I was a toddler.</li> <li>3. To tell you what some of my body parts do</li> </ol>	<p><i>Growing and Changing</i></p>	<ol style="list-style-type: none"> <li>1. I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger</li> <li>2. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house</li> <li>3. I can give examples of how to give feedback to someone</li> </ol>
<p><b>Year 3/4 Cycle A</b></p>		<p><b>Year 3/4 Cycle B</b></p>	
<p><i>Me and My Relationships</i></p>	<ol style="list-style-type: none"> <li>1. I can usually accept the views of others and understand that we don't always agree with each other</li> </ol>	<p><i>Me and My Relationships</i></p>	<ol style="list-style-type: none"> <li>1. I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</li> </ol>



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	<ol style="list-style-type: none"> <li>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</li> </ol>		<ol style="list-style-type: none"> <li>I can say what I could do if someone was upsetting me or if I was being bullied.</li> <li>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</li> </ol>
Valuing Difference	<ol style="list-style-type: none"> <li>I can give examples of different community groups and what is good about having different groups</li> <li>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</li> </ol>	Valuing Difference	<ol style="list-style-type: none"> <li>I can say a lot of ways that people are different, including religious or cultural differences.</li> <li>I can explain why it's important to challenge stereotypes that might be applied to me or others.</li> </ol>
Keeping Safe	<ol style="list-style-type: none"> <li>I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful.</li> <li>I can tell you a few things about keeping my personal details safe online.</li> <li>I can explain why information I see online might not always be true.</li> </ol>	Keeping Safe	<ol style="list-style-type: none"> <li>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</li> <li>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</li> <li>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</li> </ol>
Rights and Respect	<ol style="list-style-type: none"> <li>I can say some ways of checking whether something is a fact or just an opinion</li> <li>I can say how I can help the people who help me, and how I can do this. I can give an example of this.</li> </ol>	Rights and Respect	<ol style="list-style-type: none"> <li>I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</li> <li>I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</li> <li>I can give examples of these decisions and how they might relate to me.</li> </ol>
Being my Best	<ol style="list-style-type: none"> <li>I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.</li> <li>I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</li> </ol>	Being my Best	<ol style="list-style-type: none"> <li>I can give a few examples of different things that I do already that help to me keep healthy.</li> <li>I can give different examples of some of the things that I do already to help look after my environment.</li> </ol>
Growing and Changing	<ol style="list-style-type: none"> <li>I can name a few things that make a positive relationship and some things that make a negative relationship. I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</li> <li>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</li> </ol>	Growing and Changing	<ol style="list-style-type: none"> <li>I can label some parts of the body that only boys have and only girls have.</li> <li>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</li> <li>I can tell you why people get married.</li> </ol>
<b>Year 5/6 Cycle A</b>		<b>Year 5/6 Cycle B</b>	



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<i>Me and My Relationships</i>	<ol style="list-style-type: none"> <li>1. I can give a range of examples of our emotional needs and explain why they are important.</li> <li>2. I can explain why these qualities are important.</li> <li>3. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</li> </ol>	<i>Me and My Relationships</i>	<ol style="list-style-type: none"> <li>1. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</li> <li>2. I can give examples of negotiation and compromise.</li> <li>3. I can explain what inappropriate touch is and give example.</li> </ol>
<i>Valuing Difference</i>	<ol style="list-style-type: none"> <li>1. I can give examples of different faiths and cultures and positive things about having these differences.</li> <li>2. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</li> </ol>	<i>Valuing Difference</i>	<ol style="list-style-type: none"> <li>1. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</li> <li>2. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</li> </ol>
<i>Keeping Safe</i>	<ol style="list-style-type: none"> <li>1. I can give examples of things that might influence a person to take risks online.</li> <li>2. I can explain that I have a choice.</li> <li>3. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</li> </ol>	<i>Keeping Safe</i>	<ol style="list-style-type: none"> <li>1. I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</li> <li>2. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</li> <li>3. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</li> </ol>
<i>Rights and Respect</i>	<ol style="list-style-type: none"> <li>4. I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school.</li> <li>5. I can also give real examples of each that relate to me. I can give a few different examples of things that I am responsible for to keep myself healthy.</li> <li>6. I can explain that local councils have to make decisions about how money is spent on things we need in the community.</li> <li>7. I can also give an examples of some of the things they have to allocate money for.</li> </ol>	<i>Rights and Respect</i>	<ol style="list-style-type: none"> <li>1. I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</li> <li>2. I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</li> <li>3. I can explain the advantages and disadvantages of different ways of saving money.</li> </ol>
<i>Being my Best</i>	<ol style="list-style-type: none"> <li>1. I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</li> <li>2. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</li> </ol>	<i>Being my Best</i>	<ol style="list-style-type: none"> <li>1. I can tell you how I can overcome problems and challenges on the way to achieving my goals.</li> <li>2. I can give examples of an emotional risk and a physical risk</li> </ol>
<i>Growing and Changing</i>	<ol style="list-style-type: none"> <li>1. I can explain what resilience is and how it can be developed.</li> <li>2. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</li> <li>3. I am able to identify when I need help and can identify trusted adults in my life who can help me</li> </ol>	<i>Growing and Changing</i>	<ol style="list-style-type: none"> <li>1. I can give an example of a secret that should be shared with a trusted adult.</li> <li>2. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</li> <li>3. I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities)</li> </ol>



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