

Progression in PHSCE

The PSHCE curriculum at Athersley South Primary is a well thought out and planned progressive sequence of learning where children revisit units each year and build on good foundation in PSED from Foundation Stage. Our coverage follows the guidance for health and relationships set out in the statutory framework 2020.

The spiral nature of our curriculum allows children to deepen their understanding of key learning points as they progress through each phase of school life. In order to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

Our PSHCE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, promotion of British Values and demonstrates our commitment to promoting pupils' well-being.

***By the end of
EYFS***

By the end of Year 2

By the end of Year 4

By the end of Year 6

Rules and Responsibilities

Children will be able to explain the reasons for rules, know right from wrong and make the right choices and decisions when it comes to staying safe.

Keeping/staying

safe

Road safety/vehicles

Internet safety
Sharing/creating good choices within the school and classroom – Inc. Athersley Stars / Dr Tim

Being responsible

Sense of

community

Following rules

Emergency services
Jobs for everyone

-Tidy time – choose it, use it and put it away – knowing that it is everyone’s responsibility to look after our learning environment.

To know how to listen to others.

kind
listen
fair
contribute

To know how to work and play cooperatively.

Cooperate
kind
unkind

To know what is kind or unkind.

kind
unkind
right
wrong
fair
unfair

To know how to contribute to the life of the classroom.

Contribute
cooperate

To know how to give constructive feedback and support to others.

fair
unfair
constructive

To know what is right and wrong, fair and unfair.

right
wrong
fair
unfair

To know how to make class rules.

Rules
Safety
health
contribute
school rules

To know how to contribute to the life of the classroom.

school rules
responsibilities
behaviour

To know school rules about health and safety and where to get help.

Rules
Safety
health
contribute
school rules

To help to make class rules.

school rules
safety
rules
health
contribute

To know how to contribute to the life of the classroom.

safety
rules
contribute
emergency
school rules
Behaviour
responsibilities
procedure

To know school rules about health and safety, emergency procedures and where to get help.

Health
safety
rules

To know different rules are needed in different situations. (Crucial crew visit for year 6 in Autumn term addresses the need for rules in society)

communities
local
national
institutions
creating laws
enforcement
pressure groups
voluntary
ethnicity
religion
identity

To know what being part of a community means. (Crucial crew visit for year 6 in Autumn term addresses being a good citizen in the community)

communities
local
national
institutions
creating laws
enforcement
voluntary
ethnicity
religion
identity

I know different institutions that support communities locally and nationally. (Crucial crew visit for year 6 in Autumn term addresses the need for public services.)

communities
local
national
institutions
creating laws
enforcement
voluntary
ethnicity
religion
identity

I know why and how laws are made and enforced. (Crucial crew visit for year 6 in Autumn term addresses the need for laws and how they are carried out in different scenarios)

communities
local

			<p>emergency school rules behaviour responsibilities procedure</p> <p>To know there are different kinds of rights and responsibilities at home, in school and in my community.</p> <p>safety rules health contribute emergency community school rules Behaviour rights responsibilities procedure</p>	<p>national institutions creating laws enforcement</p> <p>To know school rules about health and safety, basic emergency procedures and where to get help. (Crucial crew visit for year 6 in Autumn term addresses how to get help in an emergency and stay safe in school)</p> <p>institutions pressure groups well-being</p> <p>To know the role of voluntary, community and pressure groups in relation to health and wellbeing.</p> <p>communities local national institutions pressure groups voluntary religion identity well-being</p> <p>To know about the range of national, regional, religious, ethnic identities in the United Kingdom. British Values</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Choices Rules Right Wrong Fair Safe risk – outdoor play – climbing trees etc. Responsible</p>	<ul style="list-style-type: none"> • kind • unkind • listen • cooperate • right • wrong • fair • unfair • constructive • contribute 	<ul style="list-style-type: none"> • safety • rules • health • contribute • emergency • community • school rules • Behaviour • rights • responsibilities • procedure 	<ul style="list-style-type: none"> • communities • local • national • institutions • creating laws • enforcement • pressure groups • voluntary • ethnicity • religion • identity • well-being

Anti-Bullying

Children will have formed positive attachments and friendships with peers. They will have developed a level of respect and understanding that it is okay to not like the same thing and to be different. Children show sensitivity to their own and to others' needs.

Computer Safety

As well as online bullying, children are taught to stay safe when online – not buying things/talking to strangers and always sharing things with our grown ups.

Linked texts –

Troll Stinks – anti bullying
 Chicken Clickin – Not buying things without permission / talking to strangers

To know that peoples' bodies and feelings can be hurt.
unkind
teasing
lonely
worried
cyberbullying
internet
kindness
friendly

To know when people are being unkind to others or me.
kind
unkind
teasing
lonely
worried
share
kindness
friendly

To know who to tell and what to say when people are unkind.
kind
unkind
teasing
worried
support
share
friendly

To know how to share my feelings.
kind
unkind
lonely
worried
share
kindness
friendly

To know how to resist teasing or bullying and where to find help if I experience or witness bullying.
kind
unkind

To know how to respond to teasing and bullying and where to get help.
disputes
resolve
conflict
responsibility
intentionally
online
consequence
comments
verbal
physical
cyberbullying

To know ways to resolve disputes through negotiation.
disputes
negotiation
resolve
compromise
conflict
responsibility
intentionally
consequence
comments
verbal
physical

To know strategies to keep myself safe including road safety and online safety.
compromise
conflict
responsibility
intentionally
online
consequence
device
comments
social
cyberbullying

To know how to keep personal information safe including passwords, addresses and images.
responsibility
intentionally
online
consequence
device
comments
social

I know how to recognise and manage dares. (Crucial crew visit for year 6 in Autumn term addresses when children carry out dares and the consequences of their actions)

dares
anti-social
behaviour
risks
hazard
pressure
media
mental wellbeing
repetitive

I know the consequences of bullying and anti-social behaviour. (Crucial crew visit for year 6 in Autumn term addresses the consequences of anti-social behaviour on the community and on the lives of the people who carry out this behaviour and the possibility of ending up in court)

dares
anti-social
behaviour
risks
hazard
rumours
diversity
pressure
media
mental wellbeing
repetitive
hurtful

To know the difference between 'risks' 'danger' and 'hazard'.

dares
anti-social
behaviour
risks
hazard
images
pressure
media
mental wellbeing
repetitive
hurtful

To know the importance of protecting personal information including passwords, addresses and images.

risks
hazard
images

	<p>Peguin Pig – Not believing everything that is seen online</p> <p>Hanni and the Magic Window – Talking to grown ups if there is a problem</p>	<p>teasing lonely worried support cyberbullying internet kindness friendly</p> <p>To know there are different types of bullying and teasing and that they are all unacceptable.</p> <p>unkind teasing worried cyberbullying internet kindness friendly</p> <p>To know ways to keep safe on the road in my environments and online and when to say, yes, no, I will ask or I will tell.</p> <p>support share cyberbullying internet kindness friendly</p>	<p>cyberbullying To know to recognise the nature and consequences of teasing and bullying.</p> <p>disputes negotiation resolve compromise conflict responsibility intentionally online consequence device comments verbal physical social cyberbullying To learn ways to resolve disputes and conflict through negotiation and compromise.</p> <p>disputes negotiation resolve compromise conflict responsibility intentionally online consequence comments</p> <p>To know that my increasing independence brings increased responsibility to keep others and myself safe.</p> <p>disputes negotiation resolve compromise conflict responsibility consequence device comments verbal physical social cyberbullying</p>	<p>rumours pressure media mental wellbeing To know strategies for keeping myself safe including, road safety, online safety and in my environment.</p> <p>dares anti-social behaviour risks hazard images rumours cultural ethnic diversity pressure media mental wellbeing repetitive hurtful To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see protected characteristics' in the Equality Act 2010)</p> <p>cultural ethnic diversity To know how to recognise, predict and assess risk in different situations and decide how to manage it responsibly.</p> <p>dares anti-social behaviour risks hazard rumours pressure media mental wellbeing repetitive hurtful To know pressure to act in risky ways comes from a variety of sources, including people I know and the media.</p> <p>behaviour risks</p>
--	---	---	---	--

				hazard images rumours pressure media mental wellbeing repetitive hurtful
Vocabulary	Kind Good choices Bad choices Feelings – happy, sad, angry, scared, lonely Friendship Respect	kind unkind teasing lonely worried support share cyberbullying internet kindness friendly	disputes negotiation resolve compromise conflict responsibility intentionally online consequence device comments verbal physical social cyberbullying	dares anti-social behaviour risks hazard images rumours cultural ethnic diversity pressure media mental wellbeing repetitive hurtful

Relationships

Children by the end of EYFS will: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Our world

Family and people who care for me

Feelings and emotions

Relationships

Being a good friend
Valuing differences

Relationships & growing and changing

Know that I am a valuable individual

To know who is in my family and what they do for me.

**family
special
caring
respect
trust
love
differences
sharing**

To know some things about my special people (family and friends) that make them special to me.

**family
special
caring
respect
trust
love
sharing**

To know how special people, care for each other.

**family
friendship
special
caring
respect
trust
love
differences
sharing**

To know what I like about my friend and what my friends like about me.

**friendship
special
caring
respect
trust
love
differences
sharing**

To know how other families are similar or different to mine.

To know how I can be a good friend.

To know how I can make friends when we have fallen out.

To know why friendships may change.

To know how my relationships have changed as I have grown up.

To know when a relationship is unhealthy.

To know how to ask for help if a relationship breaks down.

To know what makes a positive, healthy relationship

To know a range of sources to find help if a relationship is unhealthy.

To know some strategies to manage changes including transitions, loss, separation, divorce and bereavement.

To know some basic techniques for resisting pressure to do something dangerous, unhealthy, uncomfortable or wrong.

To know that differences and similarities between people can come from a variety of factors including: family cultural, ethnic, racial and religious diversity.

To know some skills to form and maintain positive, healthy relationships.

I have high aspirations for myself and set challenging goals.

I can work collaboratively towards shared goals.

		family friendship special caring respect trust love differences sharing		
Vocabulary	Family Special Celebrations Worried Excited Surprised Frightened Nervous	family friendship special caring respect trust love differences sharing	friendship relationships unhealthy communication mutual respect truthfulness self-respect positive security supporting encouragement	positive relationships negative relationships transition bereavement divorce dangerous uncomfortable pressure similarities differences maintain collaboratively disagreements

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Healthy Choices</p>	<p><u>Keeping and staying healthy</u></p> <p>Health and wellbeing</p> <p>PSED Managing self</p>	<p>To know what I like and do not like.</p> <p>To know that choices have good and not so good consequences.</p> <p>To know what makes a healthy lifestyle.</p> <p>To know some benefits of physical activity, rest and healthy eating.</p> <p>To know that household products including medicine can be harmful if not used properly.</p>	<p>To know what makes a healthy lifestyle and to discuss the benefits of physical activity, rest, healthy eating, dental hygiene and emotional wellbeing.</p> <p>To know how to make informed choices about my own physical and emotional health.</p> <p>To know about people who are responsible for helping to keep me healthy and safe.</p> <p>To know how to listen respectfully to a range of people and feel confident to raise my own concerns.</p> <p>To know how to make choices about food and what influences my choices.</p> <p>To know some benefits of eating a balanced diet.</p> <p>To know what positively affects my physical, emotional and mental health.</p> <p>To know how to care about other people's feelings and try to respect their points of view.</p>	<p>To know some ways to manage conflicting emotions.</p> <p>To know what is meant by a habit and why habits can be hard to change.</p> <p>To make informed choices and begin to understand a 'balanced lifestyle'.</p> <p>I know what positively affects my physical, emotional and mental health, including the media.</p> <p>I know the importance of critiquing how the media present information.</p> <p>To know that images in the media do not always reflect reality.</p> <p>To know some ways the media affects how people feel about themselves.</p> <p>To know how to research, discuss and debate topical issues and events concerning health and wellbeing.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>		<p>choice</p> <p>healthy</p> <p>lifestyle</p> <p>physical</p> <p>harmful</p> <p>exercise</p> <p>right</p> <p>wrong</p> <p>peer pressure</p> <p>medicine</p> <p>smoking</p>	<p>wellbeing</p> <p>hygiene</p> <p>physical activity</p> <p>emotional health</p> <p>mental health</p> <p>influences</p> <p>balanced diet</p> <p>affects</p> <p>benefits</p> <p>responsibility</p> <p>concerns</p> <p>confidence</p>	<p>conflicting emotions</p> <p>balanced lifestyle</p> <p>plaque</p> <p>cavity</p> <p>enamel</p> <p>check up</p> <p>self-esteem</p> <p>self-image</p> <p>nutrients</p> <p>harmful substances</p> <p>alcohol</p> <p>drugs</p> <p>stimulants</p> <p>addictive</p> <p>illegal</p>

		Further detail can be found online on Yasmin and Tom purchased resource. Video slides can be accessed online to deliver some of these sessions.		
Me and My Body	Covered in PSE lessons /science provocations and provisions.	<p>To know some of my strengths.</p> <p>To know how girls' and boys' bodies are different and the same.</p> <p>To know how I have changed since I was a baby.</p> <p>To know it is important to maintain personal hygiene.</p> <p>To know different parts of girls' and boys' bodies.</p> <p>To know which parts of my body are private and which parts should be touched.</p> <p>To know how other children are similar or different to me.</p> <p>To know how some diseases spread.</p> <p>To know how I can be responsible for my own health.</p>	<p>To know what kind of contact is acceptable and unacceptable.</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To understand the concept of keeping something confidential or 'secret'.</p> <p>To know when it is right to 'break a confidence' or 'share a secret'.</p> <p>To describe the body changes that happen when a child grows up.</p> <p>To discuss male and female body parts using agreed words.</p> <p>To understand the concept of keeping something confidential or 'secret'.</p> <p>To know when it is right to 'break a confidence' or 'share a secret'.</p> <p>To describe the main stages of the human lifecycle.</p> <p>To know some of the changes which happen to the body during puberty.</p> <p>To know about the physical and emotional changes that happen in puberty.</p> <p>To understand that puberty occurs in order for adults to reproduce.</p>	<p>To know how to talk about the range and intensity of my good and not so good feelings.</p> <p>To know about human reproduction.</p> <p>To know how to maintain personal hygiene.</p> <p>To know how my body will change as I approach puberty.</p> <p>To know which, how and why, commonly available substances (including alcohol and tobacco) could damage my immediate and future health.</p> <p>To know some commonly available substances are legal, some are restricted, and some are illegal to use and give to others.</p> <p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p> <p>Discuss different types of adult relationships with confidence.</p> <p>Know what form of touching is appropriate.</p> <p>Describe the decisions that have to be made before having a baby.</p> <p>Know some basic facts about pregnancy and conception.</p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong.</p> <p>To know how to ask for help and how to keep trying to get help for myself or others if needed.</p>

Vocabulary

similar
different
boy/girl
male/female
private parts
penis
vagina and vulva
clean

Year 3
similar/different
male/female
penis and testicles
lifecycle
vagina, vulva and womb
gender roles and stereotypes
family
relationships

Year 4
puberty
lifecycle
reproduction
breasts
sperm
egg
physical and emotional changes

Year 5
puberty
moods
menstruation / periods
tampon
period pads/towels
wet dreams
semen
erection
sweat
breasts
spots
pubic, facial and underarm hair

Year 6
sperm
egg
womb
conception
fertilisation
sexual intercourse
relationship
friendship
love
consent
personal/private
intimacy
fostering
twins
adoption
assisted fertility
sexual identity (gay, lesbian, bisexual)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">My Money</p>	<p>To listen to other people and work and play cooperatively. Money covered in maths teaching.</p>	<p>To know some things we use money for.</p> <p>To know money comes from different sources.</p> <p>To know money can be used for different purposes.</p>	<p>To know the role money plays in our lives.</p> <p>To know about the lives of people in other places and people with different values and customs.</p> <p>To know I can make choices how to use my money.</p>	<p>To know some of the skills that make someone enterprising.</p> <p>To know some ways to manage my money.</p> <p>To know how to be a critical consumer.</p> <p>To know the terms 'interest', 'loan', 'debt', 'tax'.</p> <p>To know that resources can be allocated in different ways and that these choices affect individuals, communities and the sustainability of the environment.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>		<p>savings coins notes bank want need careless bills pay spend</p>	<p>salary tax borrow money attitudes careers budget credit bank account debit interest payment contactless</p>	<p>enterprise loan debt tax budget manage value for money financial priorities fair trade charity gambling influence retailers</p>