

# Athersley South Primary School

## Progression Ladder for PHSCE



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Rules and Responsibilities</b>	To help make class rules. To listen to others and work and play cooperatively. To know what is kind or unkind.	To help make class rules To know how to contribute to the life of the classroom. To offer constructive feedback and support to others. To know what is right and wrong, fair and unfair.	To help to make class rules. To know how to contribute to the life of the classroom. To know school rules about health and safety and where to get help.	To help to make class rules. To know how to contribute to the life of the classroom. To know school rules about health and safety, emergency procedures and where to get help. To know there are different kinds of rights and responsibilities at home, in school and in my community.	To know different rules are needed in different situations. To know what being part of a community means. I know different institutions that support communities locally and nationally. To take part in making and changing rules. I know why and how laws are made and enforced. To know school rules about health and safety, basic emergency procedures and where to get help.	I recognise the role of voluntary, community and pressure groups in relation to health and wellbeing. I appreciate the range of national, regional, religious, ethnic identities in the United Kingdom.
<b>Anti-Bullying and E safety</b>	To understand that peoples' bodies and feelings can be hurt. I recognise when people are being unkind to me or others and I know who to tell and what to say. To be able to share my feelings.	To know how to resist teasing or bullying and where to find help if I experience or witness bullying. To know there are different types of bullying and teasing and that they are all unacceptable. To know ways to keep safe on the road in my environments and online and when to say, yes, no, I'll ask or I'll tell.	To know to respond to teasing and bullying and where to get help. To learn ways to resolve disputes through negotiation. To learn strategies to keep myself safe including road safety and online safety. To keep personal information safe including passwords, addresses and images.	To know to recognise the nature and consequences of teasing and bullying. To learn ways to resolve disputes and conflict through negotiation and compromise. To learn strategies to keep myself safe including road safety and online safety. To keep personal information safe including passwords, addresses and images. To know that my increasing independence brings increased responsibility to keep myself and others safe.	I can recognise and manage dares. I realise the consequences of bullying and anti-social behaviour. To differentiate between 'risk' 'danger' and 'hazard'. I understand the importance of protecting personal information including passwords, addresses and images. I have strategies for keeping myself safe including, road safety, online safety and in my environment.	I understand 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) I can recognise, predict and assess risk in different situations and decide how to manage it responsibly. I know pressure to act in risky ways comes from a variety of sources, including people I know and the media. I have strategies for keeping myself safe including, road safety, online safety and in my environment.
<b>Relationships</b>	To think about who is in my family and what they do for me. To be able to identify my special people (family and friends) and say what makes them special. To know how special people care for each other.	To know what I like about my friend and what my friends like about me. 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 understand when a relationship is unhealthy and I know who to ask for help.	I can recognise what makes a positive, healthy relationship, and where to ask for help if a relationship is unhealthy. I understand about change including transitions, loss, separation, divorce and bereavement. I can recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, uncomfortable or wrong. I understand that differences and similarities between people can come from a variety of factors including: family cultural, ethnic, racial and religious diversity.	I can develop skills to form and maintain positive, healthy relationships. I have high aspirations for myself and challenging goals. I can work collaboratively towards shared goals.
<b>Me and My Body</b>	To be able to think about myself and celebrate my strengths. To identify how girls' and boys' bodies are different and the same. To know how I have changed since I was a baby. To understand the importance of and how to maintain personal hygiene.	To be able to name and label different parts of girls' and boys' bodies. To know which parts of my body are private and which parts should be touched. To know how other children are similar or different to me. To know how some diseases spread and how I can be responsible for my own health and that of others.	I can judge what kind of contact is acceptable and unacceptable. I know that bacteria and viruses can affect health and that following simple routines can reduce their spread.	To understand the concept of keeping something confidential or 'secret'. To know when it is right to 'break a confidence' or 'share a secret'.	I can explain the range and intensity of my good and not so good feelings I understand about human reproduction. I understand how to maintain personal hygiene. To be able to explain the main physical and emotional changes that happen during puberty. To be able to ask questions about puberty with confidence. To understand how puberty affects the reproductive organs. To describe how to manage physical and emotional changes during puberty. To be able to explain how to stay clean during puberty. To describe how emotions change during puberty.	I know which, how and why, commonly available substances (including alcohol and tobacco) could damage my immediate and future health. I know some commonly available substances are legal, some are restricted, and some are illegal to use and give to others. Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence Discuss different types of adult relationships with confidence Know what form of touching is appropriate

# Athersley South Primary School

## Progression Ladder for PHSCE



					To know how to get help and support during puberty.	Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong
<b>Keeping Healthy</b>	To know what I like and do not like. To recognise that choices have good and not so good consequences. To know what makes a healthy lifestyle and discuss the benefits of physical activity, rest and healthy eating.	To know that household products including medicine can be harmful if not used properly. To know what makes a healthy lifestyle and to discuss the benefits of physical activity, rest, healthy eating, dental hygiene and emotional wellbeing. To know how to make informed choices about my own physical and emotional health.	I know about people who are responsible for helping to keep me healthy and safe. I can listen respectfully to a range of people and feel confident to raise my own concerns.	I recognise opportunities to make choices about food and what influences my choices and the benefit of eating a balanced diet. I know what positively affects my physical, emotional and mental health. I can recognise and care about other people's feelings and try to respect their points of view.	I can recognise when I have conflicting emotions. I know sometimes how to overcome this. I know what is meant by a habit and why habits can be hard to change. I can make informed choices and begin to understand a 'balanced lifestyle'. I know what positively affects my physical, emotional and mental health, including the media.	I can explore and critique how the media present information. I can recognise images in the media do not always reflect reality and can affect how people feel about themselves. I know what positively affects my physical, emotional and mental health, including the media. I can research, discuss and debate topical issues and events concerning health and wellbeing.
<b>My Money</b>	To listen to other people and work and play cooperatively. To know about the role money plays in my life.	To make choices about spending my money and discuss what influences my choices. To know money comes from different sources and can be used for different purposes. To think about how to manage my money.	To understand the role money plays in our lives. To think about the lives of people in other places and people with different values and customs.	To think about the lives of people in other places and people with different values and customs. To make choices how to manage my money.	To understand the skills that make someone enterprising. To manage my money and be a critical consumer.	To have an initial understanding of the terms 'interest', 'loan', 'debt', 'tax'. To understand that resources can be allocated in different ways and that these choices affect individuals, communities and the sustainability of the environment.