



HORNCASTLE PRIMARY SCHOOL

Subject Progression – PSHE

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| Purpose & Aims | <p>Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the National Curriculum (2014). PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education should address both pupils' direct experience and preparation for their future. Our curriculum ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Developing a PSHE programme which meets pupils' needs and which is tailored to local circumstances is critical. PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. We value the early development of metacognition, reflection and self-regulation skills, which will enable our children to become conscientious and effective learners who are emotionally secure. To this end, we introduce these skills in EYFS and develop them throughout the child's time at Horncastle. The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.</p> <p>The overarching aim for PSHE education is to provide pupils with: accurate and relevant knowledge; opportunities to turn that knowledge into personal understanding; opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities and the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives through school and beyond.</p> |
| EYFS | <p>PSHE is developed in a variety of ways in EYFS, including through a child's Personal, Social and Emotional Development (PSED) which is a Prime Strand in the EYFS curriculum, Development Matters. PSED are three building blocks for future success in a child's life. They are closely linked to each other and are placed together as one area of learning. Children in Foundation Stage will learn about:</p> <ul style="list-style-type: none"> - Personal Development (Being me) – How they understand who they are, what they can do and how they can look after themselves. - Social Development (Being social) – How they understand themselves in relation to others, make friends and understand rules. - Emotional Development (Having feelings) – How they understand their own and others' feelings and develop empathy. <p>During EYFS, children will be provided with a range of opportunities to build their PSED skills. Children take part in weekly PSHE lessons which are then embedded through the provision provided. Children will begin to become independent in their learning and will enjoy selecting activities and carrying out responsibilities in class. They will begin to build up their confidence to enable them to ask for help and talk to other children and adults about what they are doing and their own home and community. Children will begin to understand different behaviours and how these can have an impact on their relationships with both children and adults. They also will understand how these behaviours can have impacts on how they make and build relationships. Children are introduced to key values such as respect, kindness, honesty, taking turns, rules and responsibilities and are provided with opportunities to embed these values including through role play, games and classroom rules.</p> <p>By the end of Foundation Stage, most children will be able to:</p> <ul style="list-style-type: none"> - Try new activities with confidence - Be confident to speak in familiar groups including talking about their ideas - Say when they do or don't need help - Understand a range of feelings and how these are shown - Follow rules and routines, adapting routines when needed - Understand acceptable and unacceptable behaviour and that unacceptable behaviour has consequences - Play cooperatively - Take turns - Have positive relationships with both children and adults - Talk about the importance of having good health including why we have a healthy diet and take part in physical exercise. |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Focus Areas | Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me | Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me | Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me | Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me | Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me | Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me |
| Being Me in My World | Know their views are valued Recognise how it feels to be proud of an achievement | Listen to other people and contribute their own ideas about rewards and consequences Help make their class a safe and fair place | Understand that their actions affect themselves and others and explain how they care about other people's feelings Understand that their behaviour brings rewards/consequences | Understand that their actions affect themselves and others; explain how they care about other people's feelings and try to empathise with them Understand how rewards and consequences motivate people's behaviour | Make choices about their own behaviour because they understand how rewards and consequences feel Understand that actions affect themselves and others | Make choices about own behaviour because they understand how rewards and consequences feel, and understand how these relate to rights and responsibilities Understand that actions affect themselves and others; explain how they care about other people's feelings and try to empathise with them |
| Celebrating Difference | Explain some ways they are different from their friends understand these differences make us all special and unique | Identify some ways in which a friend is different from me Say why I value this difference about him/her | Explain about a time when their words affected someone's feelings and what the consequences were Give and receive compliments and know how this feels | Talk about a time when their first impression of someone changed as they got to know them Explain why it is good to accept people for who they are | Explain the differences between direct and indirect types of bullying Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied | Explain ways in which difference can be a source of conflict or a cause for celebration Show empathy with people in either situation |
| Dreams and Goals | Explain how they felt when they succeeded in a new challenge and how they celebrated it Know how to store the feelings of success in an internal treasure chest | Explain some of the ways they worked cooperatively in a group to create an end product Express how it feels to be working as part of a group | Evaluate my own learning process and identify how it can be better next time Be confident in sharing my success with others and know how to store feelings of success in an internal treasure chest | Know how to make a new plan and set new goals even if they have been disappointed Know what it means to be resilient and to have a positive attitude | Describe the dreams and goals of a young person in a culture different from theirs Reflect on how these relate to their own dreams | Describe some ways in which I can work with other people to help make the world a better place Identify why they are motivated to do this |

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| Relationships | <p>Explain how they appreciate someone who is special to them</p> <p>Express how I feel about a special person</p> | <p>Identify some of the things that cause conflict between me and my friends</p> <p>Demonstrate how to use the positive problem-solving technique to resolve conflicts with friends</p> | <p>Explain how some of the actions and work of people around the world help and influence their life</p> <p>Show an awareness of how this could affect individual choices</p> | <p>Explain different points of view on an animal rights issue</p> <p>Express my own opinion and feelings on this</p> | <p>Explain how to stay safe when using technology to communicate with friends</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others</p> | <p>Recognise when people are trying to gain power or control</p> <p>Demonstrate ways they could stand up for myself and their friends in situations where others are trying to gain power or control</p> |
| Healthy Me | <p>Explain why I think my body is amazing and identify some ways to keep it safe and healthy</p> <p>Recognise how being healthy helps you to feel happy</p> | <p>Make some healthy snacks and explain why they are good for the body</p> <p>Express how it feels to share healthy food with friends</p> | <p>Identify things, people and places that they need to keep safe from, and can say some strategies for keeping themselves safe including who to go to for help</p> <p>Express how being anxious or scared feels</p> | <p>Recognise when people are putting them under pressure and explain ways to resist this when they want to</p> <p>Identify feelings of anxiety and fear associated with peer pressure</p> | <p>Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>Explain how they expect and value their body</p> | <p>Evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>Explain how they feel about using alcohol when they are older and their reasons for this</p> |
| Changing Me | <p>Know how to respect their body and understand which parts are private</p> | <p>Know how to respect their body and understand which parts are private</p> <p>Say what they like/don't like about being a boy/ girl</p> | <p>Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Recognise how they feel about these changes happening and know how to cope with these feelings</p> | <p>Identify what they are looking forward to when they are in Year 5</p> <p>Reflect on the changes they would like to make when they are in Year 5 and can describe how to go about this</p> | <p>Describe how boys' and girls' bodies change during puberty</p> <p>Express how they feel about the changes that will happen during puberty</p> | <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> |