



Cookridge Holy Trinity C of E (A) Primary School
The Best for Every Child – A Unique Child of God

PSHE Skills and Progression

	Key Stage 1	Year 3 and 4	Year 5 and 6
Health and Wellbeing	<p>Pupils know</p> <p>Begin to know about change, including transitions (between key stages and schools)</p> <p>about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'</p>	<p>Pupils know:</p> <p>To learn to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To learn to consider the lives of people living in other places, and people with different values and customs to recognise and challenge stereotypes</p> <p>to explore and critique how the media present information to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> <p>to recognise and challenge stereotypes</p> <p>To learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and being a critical consumer</p>	<p>Pupils know</p> <p>to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>to know that there are some cultural practices which are against British law and universal human rights</p> <p>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>what is meant by enterprise and begin to develop enterprise skills</p> <p>what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to consider the lives of people living in other places, and people with different values and customs</p> <p>To learn to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead</p> <p>To learn the importance of being careful what you forward to others</p>

			to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
Relationships	<p>Pupils know: that their behaviour can affect other people what is fair and unfair, kind and unkind, what is right and wrong To communicate their feelings to others, to recognise how others show feelings and how to respond to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) when people are being unkind either to them or others, how to respond, who to tell and what to say To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them to identify and respect the differences and similarities between people to identify their special people (family, friends, carers), what makes them special and how special people should care for one another that there are different types of teasing and bullying, that these are wrong and unacceptable strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help</p>	<p>Pupils know: to identify and respect the differences and similarities between people to identify their special people (family, friends, carers), what makes them special and how special people should care for one another to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To learn to recognise and respond appropriately to a wider range of feelings in others To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To learn to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves that their actions affect themselves and others to recognise and manage 'dares' how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe that their actions affect themselves and others 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) to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) to recognise and challenge stereotypes about the difference between, and the terms associated with, sex, gender identity and sexual orientation how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) January 2017 additions:</p>	<p>Pupils know that their actions affect themselves and others to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. that their actions affect themselves and others to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) 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) ' to recognise and challenge stereotypes about the difference between, and the terms associated with, sex, gender, identity and sexual orientation to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support to recognise different types of relationship, including those between acquaintances, friends, relatives and families that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>

			to recognise different types of relationship, including those between acquaintances, friends, relatives and families
Living in the wider world	<p>Pupils know:</p> <p>how they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>To learn how they can contribute to the life of the classroom and school</p> <p>To learn to help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>To learn that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>To learn about the role money plays in their lives including how to keep it safe</p> <p>To learn choices about spending or saving money and what influences those choices</p> <p>that they belong to different groups and communities such as family and school</p> <p>to identify ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>ways in which we are the same as all other people; what we have in common with everyone else</p>	<p>Pupils know:</p> <p>To learn to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To learn to consider the lives of people living in other places, and people with different values and customs to recognise and challenge stereotypes</p> <p>to explore and critique how the media present information</p> <p>to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others to recognise and challenge stereotypes</p> <p>To learn to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and being a critical consumer</p>	<p>Pupils know</p> <p>to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>to know that there are some cultural practices which are against British law and universal human rights</p> <p>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p>what is meant by enterprise and begin to develop enterprise skills</p> <p>what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>to consider the lives of people living in other places, and people with different values and customs</p> <p>To learn to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead</p> <p>To learn the importance of being careful what you forward to others</p> <p>to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>