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| **Archbishop Courtenay Primary School****PSHE Progression**  |
| Autumn 1: Get HeartSmart (Meet Boris) |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| -Explore reading facial expressions and body language to describe how someone is feeling.-Talk about the things they love and how these make them feel. | -Begin to consider how they can use their power in positive and negative ways.-Understand their different emotions.-Identify who they are grateful for and why.-Explore where people get money from. | -Describe using their power in positive and negative ways.-Consider the reputations that they would like to have.-Explore how feelings affect actions.-Explore things to be grateful for. -Learn that there is a choice in spending and saving. | -Look at ways that they can be positive and negative to each other.-Recall memories and their associated feelings.-Think about the things they need to guard our hearts from.-List things that they are grateful for and why. -Consider and prioritise needs and wants. | -Understand the consequences of the words they use about themselves and others. -Consider what each sense helps them to enjoy.-Think about and discuss how they know why they can trust.-Suggest ways that they can grow a desired characteristic e.g. kindness.-Begin to develop the skills needed to become a critical consumer. | -Consider how powerful people lead others.-Describe the heart reputation that they would like.-Discuss how to know what they should and shouldn’t watch.-Identify and appreciate people who support and encourage them.-Recognise that resources can be allocated in different ways and these choices affect others. | -Demonstrate that body language can be used to make people feel more powerful.-Explore how to keep their hearts soft but strong.-Develop the knowledge and skills to make healthy choices.-Think of reasons to be grateful for a variety of objects/items.-Begin to develop an understanding of enterprise and enterprise skills. |
| **Autumn 2: Don’t Forget to Let Love In (I am Special)** |
| -Know that we are all loved, special and important.-Talk about our favourite things and know that different people like different things.-Think about how we show different emotions.-Identify their different skills and talents. | -Identify special people and how they show us love.-Differentiate between truth and lies about themselves.-List things that they are grateful for.-Identify ways to take care of themselves every day. | -Recognise and celebrate their strengths and ways in which they are unique.-Learn to differentiate between the truth and lies that they hear and speak about themselves.-Discuss how being thankful for what they have changes their attitude. -Understand the importance of looking after themselves through physical exercise. | -Discuss learning to accept the encouragement given by others.Consider what love is and what love is not.-List the people in their lives that they are grateful for.-Know how to make good choices to keep their heart healthy. | -Look at the ways that they feel loved.-Celebrate their strengths and achievements.-Highlight things about their body that they are grateful for.-Understand the importance of handwashing. | -Consider the ways in which words that they listen to about themselves make them feel.-Discuss the different ways that they attach value to things.-Recall events from their own life and the lives of significant people.-Think about different sources of pressure, including pressure from friends, and how they can respond. | -Discuss and explore self-worth.-Encourage one another with kind and positive words and be able to accept words spoken about them.-Recall significant events and people in their life so far. -Think of things that they are grateful for each week.-Investigate how commonly available substances damage their immediate and future health. |
| **Spring 1: Too Much Selfie Isn’t Healthy (I love Others)** |
| -Talk about loved ones and the things that they like to do together.-Know that everyone’s families are different.-Explore wats of showing feelings and how they can show that they care.-Think about the roles within out school community and the things they should be grateful for. | -Develop awareness of surroundings and the people around them.-Consider how to help others and how others have helped them.-Consider the people who look after us and how we can show our appreciation.-Explore working as a team to reach an end goal.-Consider how we can keep safe online. | -Be aware of surroundings and people around them by noticing differences.Think about acts of kindness and the people who help us in our community.Look at how they are the same as others and how they are different.-Be aware of the rules for keeping safe online. | -Consider how to be unselfish and be kind to others.-Consider how to honour others for their kindness.-Work together, listening to one another and respecting each other’s views.-Discuss why it is important to keep personal information private. | -Be aware of their surroundings and the people around them.-Suggest how someone is feeling based on facial expressions and body language.-Think about and thank the unseen heroes in the local community.-Recognise that sometimes we need help from others and to work together to reach a goal.-Develop an awareness of how to use mobile phones and tablets responsibly. | -Consider the impact that helping others has on themselves and others.-Think of people who deserve honour and think of ways to honour them.-Investigate the purpose and role of different groups, including pressure groups.-Develop an awareness of what they should and should not share online. | -Demonstrate ways they are different and ways they are the same as each other.-Practise being a good listener.-Recognise the ways the generations before them overcame challenges that they benefit from today.-Consider wats that they can be good friends and support each other.-Discuss the benefits and dangers of social media.  |
| **Spring 2: Don’t Hold Onto What’s Wrong (I am a Good Friend)** |
| -Talk about what makes a good friend: understand the importance of inclusion and listening to others.-Consider how words they use make others feels.-Begin to understand that they should be king, even when others are unkind.-Explore saying sorry though a story. | -Think about the motive behind their behavior, how their behavior affects others and how they can make amends.-Discuss how forgiveness can help hard situations.-Explore handling negative emotions and disappointment.-Consider the effect that our words have on other people. | -Talk about the importance of saying sorry and offering forgiveness between friends.-Understand how holding on to unforgiveness makes them feel.-Reflect on helpful ways to deal with hurt and negative emotion.-Understand the consequences of teasing or bullying. | -Understand the effects of saying sorry.-Consider different ways to respond to scenarios.-Understand the benefits of letting go of hurt.-Discuss how trust is built and betrayed.-Begin to recognise and challenge stereotypes. | -Discuss ways to fix broken relationships.-Discuss what forgiveness is and the value of forgiving others.-Talk about different types of stress and ways to manage negative stress.-Discuss how to bounce back after mistakes.-Discuss dares: when they are/aren’t fun and how to refuse to do them. | -Develop simple strategies to resolve conflict.-Describe what Nelson Mandela’s life teaches them about forgiveness.-Talk about ways of handling their emotions.-Discuss how they respond to their own mistakes.-Recognise bullying in all its forms and think about strategies to deal with bullying. | -Develop strategies to resolve conflict and disputes.-Discuss how people benefit when they choose to forgive others.-Explore how tone and body language say more than words.-Discuss how to build trust between friends.-Consider the impact of bullying. |

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| **Summer 1: Fake is a Mistake (I Tell the Truth)** |
| -Differentiate between lies and the truth.-Understand the importance of telling the truth -Think about the importance of being themselves.-Explore and celebrate the differences in different families. | -Understand that it is best to be their true self, without hiding their true thoughts and feelings.-Consider who they can talk to when sad or angry.-Think about the impact telling lies can have.-Suggest how to look after their teeth.-Think of positive characteristics about themselves. | -Understand that they are unique.-Identify kind and unkind thoughts.-Describe how emotions feel.-Describe times when they have felt different emotions.-Suggest ways to show good manners. -Describe ways to stay safe in the sun.-Think of positive characteristics about themselves. | -Suggest amazing facts about themselves. -Explain why they shouldn’t lie about themselves.-Explain what shame is.-Suggest appropriate and inappropriate touch.-Suggest safe people to talk to when concerned.-Explain why telling the truth is important to build friendship.-Explain what an allergy is. | -Explain why don’t need to lie about themselves.-List 3 great things about themselves.-Identify important voices in their lives.-Recognise the difference between kind and unkind voices.-Give examples of when they have been afraid to tell the truth.-Explain when dares are no longer fun.-Explain the consequences of dares.-List the risks associated with smoking. | -Explain why don’t need to lie about themselves.-List 5 great things about themselves.-Discuss how unrealistic images make them feel.-Describe vulnerability.-Identify qualities that build trust for vulnerability.-Explain why growing feedback is important. -Identify the differences between ‘No Entry’ and ‘Welcome’ responses to feedback.-List some risks associated with alcohol use in young people.-Give advice against drinking alcohol.  | -Present different opinions respectfully.-Explain how to communicate the truth lovingly.-Understand they are loved just as they are.-Understand how to replace negative self-talk with positive self -talk.-Define what a boundary is.-Explain how using boundaries means they can have respectful friendships.-Find facts about vaccinations from credible sources.-Suggest ways to discern if information online is credible.-Know some physical and mental health risks associated with taking drugs.-Suggest ways to avoid drug taking. |
| **‘No Way Through’, Isn’t True! (I have resilience)** |
| -Keep trying to complete a challenge.-Demonstrate different things they can do with their bodies.-Understand how keeping going often brings a reward.-Know to keep trying when learning something new.-Find different ways to complete a task. | -Explore adapting strategies when stuck.-Value a friend’s support. -Differentiate between secrets they should and shouldn’t keep.-Know what to do if someone asks them to keep a secret that makes them feel uncomfortable. -Understand they have an impact on their class, family and community. -Create a dreamboard.-Share a memory of that person, pet or toy.  | -Understand when they feel stuck.Choose perseverance when completing a challenge.-Find and alternative solution to a problem.-Design a map with alternative routes.-Suggest ways to overcome a challenging situation.-Replace worry phrases with positive “what if’ phrases.=Identify signs of energy being used.-Suggest ways to conserve energy. | -Identify times when they have felt stuck.-Choose to persevere when I feel stuck or in completing a challenge.-Identify an area in their lives where they are doing well.-Describe what a setback is.-Give an example of a setback.-Demonstrate basic first aid skills.-Identify a dream they have.-List attitudes they need to develop to achieve their dreams.-Describe what change is.-Suggest ways to manage change. | -Describe a situation where they have felt stuck.-Suggest some ways to persevere when stuck.-List skills and attitudes needed to meet the challenges.-Identify habits needed to develop or lose in order to achieve their goals.-Think of someone who encourages them.-Create ‘A Dream of my Heart is…’ statement.-Define what puberty is.-Describe key physical changes that take place as puberty begins. | - Describe a situation where they feel stuck.-Suggest some ways to persevere when stuck.-Give examples of internal success.-Give examples of how they can grow to meet their goals.-Name some tools that help them live with hope.-Explain key facts about their menstrual cycle.-Describe ways to look after their health and wellbeing as they grow up.-Recall a time when they felt stuck but found a way through. | -Describe situations where they get stuck. -Suggest ways to persevere when stuck.-Describe the impact of changing thinking from ‘I can’t do it’ to ‘I can’t do it yet’.-Explain the importance of practise.-Explain the effects of having hope.-Suggest what can happen when they step out of their comfort zone.-Describe the changes in their brains as they go through adolescence.-Recall a time when they felt stuck but found a way through. |