

At Queen Margaret Primary School, we aim to enable children to develop the knowledge, skills, attributes and understanding they will need to lead a safe and healthy lifestyle, play active roles as citizens and make informed choices about their lives both now and in the future.

We are committed to providing opportunities for children to enhance their personal, social, emotional, spiritual, moral and cultural development, and believe it is an essential part of the curriculum and values of our school.

We understand the importance of maintaining emotional and physical wellbeing, to take responsibility for their actions, to feel confident about themselves, to develop a sense of belonging and purpose and to develop healthy relationships both now and in the future.

### LMTW Thematic PSHE Knowledge Progression

#### Reception

Reception	
<b>Under The Sea</b>	<b>Help is At Hand</b>
<p><b>An Old Friend</b></p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers (ELG 2021)</li> <li>Initiates conversations, attends to and takes account of what others say (DM 40-60 months)</li> </ul> <p><b>Key Vocabulary</b> moving house, boxes, moving van, packing, neighbours, best friend, talk, chat, share</p>	<p><b>I Feel Poorly</b></p> <ul style="list-style-type: none"> <li>Asks appropriate questions of others</li> <li>Recognises what can cause different feeling (e.g. sympathy, sadness, relief)</li> </ul> <p><b>I'm Stuck</b></p> <ul style="list-style-type: none"> <li>Says when they do or don't need help</li> <li>Knows the people who looks after them and their different roles and responsibilities</li> </ul> <p><b>Key Vocabulary</b> poorly, sick, unwell, doctor, appointment, doctor's surgery, medicine, get well soon, rest, roles, responsibilities, help, 999, police, ambulance, fire service, hospital, siren, fire engine, bandage</p>
<b>Happy To Be Me</b>	<b>No Place Like Home</b>
<p><b>Busy Body</b></p> <ul style="list-style-type: none"> <li>Show sensitivity to their own bodies and to others' needs (ELG 2021)</li> <li>Recognises that their bodies can do lots of different things</li> <li>Knows why it is important to be physically active</li> <li>Shows awareness of physical differences</li> <li>Joins in and enjoys a range of activities</li> </ul> <p><b>Family Fun</b></p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers (ELG 2021)</li> <li>Recognises ways in which their families are special</li> </ul> <p><b>Me and You</b></p> <ul style="list-style-type: none"> <li>Recognise that they are unique</li> <li>See themselves as a valuable individual</li> </ul> <p><b>Key Vocabulary</b> sports day, active, movements, skipping, running race, events, wheelchair, disability, winning, losing, family, relatives, cousins, mum, dad, sister, brother, family members, family portrait, grandad, grandma twin, identical, features, same, different, sibling, individual, me</p>	<p><b>Nan's House</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021)</li> <li>Say why someone is special to them</li> </ul> <p><b>The New Pet</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021)</li> <li>Knows how to care for living things</li> </ul> <p><b>Key Vocabulary</b> Nan, grandma, scared, nervous, happy, hug, smile, special people, pets, animals, care for, look after, bed, hutch, cage, bedding, water, food, sawdust, hay, rabbit, dog, cat, hamster, fish</p>

### Additional 3D PSHE Lessons

#### Reception

**Lesson 1 – Hide and Seek**

- Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021)
- Knows when to say 'Thank you' and 'Sorry'

**Lesson 3 – I like...**

- Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months)
- Knows personal likes, dislikes and preferences

**Lesson 5 – What a Problem**

- Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months)
- Joins in and enjoys a range of activities
- Works together cooperatively towards common goals

**Lesson 6 – Take the Plunge**

- Confident to try new activities (ELG 2021)
- Says when they do or don't need help (ELG 2021)

**Lesson 9 – Stick to the Rules**

- Works as part of a group or class, and understands and follows the rules (ELG 2021)

**Lesson 10 – Rainy Days**

- Takes account of one another's ideas about how to organise an activity (ELG 2021)
- Confident to speak in a familiar group (ELG 2021)
- Talks about their ideas (ELG 2021)

**Lesson 12 – Clean and Tidy**

- Talks about their own and others' behaviour and its consequences (ELG 2021)
- Understand the importance of personal hygiene

**Lesson 15 – One Gold Star**

- Can describe self in positive terms and talk about abilities (DM 40-60 months)
- Recognises their achievements and what they are good at

**Lesson 18 – A Piece of Cake**

- Asks appropriate questions of others (DM 40 -60 months)
- Chooses resources they need for their chosen activities (ELG 2021)

**Lesson 21 – Getting in a Knot**

- Says when they do or don't need help (ELG 2021)

**Lesson 22 – E-Safety, Be Safe**

- Says when they do or don't need help (ELG 2021)
- Knows how to make good decisions
- Begins to develop an awareness of E-safety

**Lesson 23 – Eid Mubarak**

- Explains own knowledge and understanding (DM 40-60 months)
- Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021)





**Lesson 24 – Playtime Games**

- Talks about their own and others behaviour and its consequences (ELG 2021)
- Plays cooperatively and learns to take turns





## PATHFINDERS – Year 1 and 2

Skills Progression		
PSHE Skills Years 1 and 2		
Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
<p>PW1 Identify the different types of work people do and learn about different places of work</p> <p>PW2 Recognise where money comes from, and the choices people make to spend money on things they want and need</p> <p>PW3 Understand that we cannot always afford the items we want to</p> <p>PW4 Contribute to enterprise activities</p> <p>PW5 Recognise what they like and dislike</p> <p>PW6 Recognise what they are good at</p> <p>PW7 Recognise, name and manage their feelings in a positive way</p> <p>PW8 Understand the difference between impulsive and considered behaviour</p> <p>PW9 Share their opinions on things that matter to them</p> <p>PW10 Make positive real-life choices (television, games, money)</p> <p>PW11 Recognise why healthy eating and physical activity are beneficial</p> <p>PW12 Recognise that some substances can help or harm the body</p> <p>PW13 Recognise the simple physical changes to their bodies experienced since birth</p> <p>PW14 Reflect on the similarities and differences between people</p> <p>PW15 Demonstrate basic road safety skills</p> <p>PW16 Make simple choices that improve their health and wellbeing e.g. healthy eating</p> <p>PW17 Manage basic personal hygiene</p> <p>PW18 Recognise that there are people who care for and look after them</p> <p>PW19 Identify different relationships that they have and why these are important</p> <p>PW20 Recognise how their behaviour affects other people</p> <p>PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</p> <p>PW22 Seek help from an appropriate adult when necessary</p> <p>PW23 Develop positive relationships through work and play</p>	<p>HW1 Know how to keep safe and how and where to get help</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW6 Recognise and manage risk in everyday activities</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW19 Use strategies to stay safe when using ICT and the internet</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW23 Set goals, prioritise and manage time and resources</p> <p>HW25 Manage risk in everyday activities</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p>	<p>Ci1 Recognise the difference between good and bad choices</p> <p>Ci2 Recognise the difference between right and wrong and what is fair and unfair</p> <p>Ci3 Consider ways of looking after the school or community and how to care for the local environment</p> <p>Ci4 Identify the importance of rules and be able to say why rules applying to them are necessary</p> <p>Ci5 Express views and take part in decision-making activities to improve their immediate environment or community</p> <p>Ci6 Take turns and share as appropriate</p> <p>Ci7 Suggest rules that would improve things for the common good</p>

### LMTW Thematic PSHE Knowledge Progression

Year 1	Year 2
<p style="text-align: center;"><b>Happily Ever After</b></p> <p> Pupils will begin by exploring the concept of what a bully is / what bullying is through the story of “The Ugly Duckling”. Pupils will understand that bullying is not just physical but can occur through name calling or being consistently unfriendly. Pupils will have opportunity to talk about their experiences of bullying or being bullied. They will be made aware that not everyone will want to share and that we must respect people’s decision not to talk in a group. Finally, pupils will explore how bullying can be tackled in their class and wider school and the help available for those who feel they are being bullied.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn about bullies and bullying behaviour</li> <li>• Understand that bullying is wrong</li> <li>• Learn strategies to cope with unfair teasing</li> <li>• Understand that there are different types of teasing and bullying</li> <li>• Understand who can help if someone is affected by bullying</li> <li>• Understanding that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying</li> <li>• Understand what is positive and negative behaviour</li> <li>• Recognise how their behaviour affects other people</li> </ul>	<p style="text-align: center;"><b>Land Ahoy!</b></p> <p> Pupils will learn about the importance of taking responsibility for their own actions and behaviour. They will learn why rules are important, not just in school but in society as a whole. Pupils will have the opportunity to make their own ‘Class Charter’ which will see their class rules become expectations which encourages taking responsibility for upholding these expectations. Pupils will discuss the importance of sharing and how this can cement the feeling of responsibility for the greater good.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn to take responsibility for their own actions</li> <li>• Learn to be responsible for another living thing</li> <li>• Understand why we have rules /expectations</li> <li>• Understand the reason why we have rules</li> <li>• Learn about rules as expectations</li> <li>• Understand to agree and follow rules for their group and classroom</li> <li>• Recognise why rules and expectations are important</li> <li>• Learn about how they can contribute to the life of the class</li> <li>• Understanding the importance of sharing</li> <li>• Know that everyone has a responsibility to consider the needs of others</li> </ul>
<p style="text-align: center;"><b>Zero to Hero</b></p> <p> In this unit, pupils will be introduced to the concept of gender stereotyping through questioning what boys and girls can or can’t do. They will learn that it is ok to be unsure and that they should always ask questions to gain clarity. They will also start to recognise their own achievements, things that they do well and find out how setting goals enables us to get better at things we aren’t so good at yet.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• To identify and respect similarities and differences between boys and girls</li> <li>• To recognise and respect similarities and differences between people</li> <li>• To recognise what they are good at</li> <li>• To value their own achievements</li> <li>• To learn how to set simple goals and targets for themselves</li> </ul> <p>To recognise how they can use their strengths to contribute to different groups</p>	<p style="text-align: center;"><b>Light Up the World</b></p> <p> In this unit, pupils will explore their emotions and will initially look at identifying emotions through facial expressions. They will learn that it ok to feel a whole range of emotions and be able to identify them confidently. Pupils will talk about what makes them angry or sad and what they can do to cheer themselves up. They will talk about loss and change and how that can make us feel extreme emotions. In links to science, pupils will also learn about how to keep safe in the sun.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Recognise, name, manage and express feelings in a positive way</li> <li>• Understand and be aware of the different ways to show sadness</li> <li>• Understand about coping with change and loss</li> <li>• Learn about making positive choices and how they can lead to happiness</li> <li>• Learn about a range of different feelings and emotions</li> <li>• Understand that it is acceptable to feel a range of emotions</li> </ul>

### LMTW Thematic PSHE Knowledge Progression

Year 1	Year 2
<p style="text-align: center;"><b>Unity in the Community</b></p> <p> Through the PSHE lessons in this unit, pupils will develop their understanding of what makes a community. Initially, they will think about their school community and the members that make it work. They will discuss the responsibilities they have as members of the school community and how they can make it a positive and successful team. They will then broaden their community horizons by thinking about their local community and the responsibilities they have within a larger community.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand our role in the class community</li> <li>• How to contribute to the life of the classroom</li> <li>• Develop a strong relationship with the local community</li> <li>• Understand the importance of shared responsibility within all communities</li> <li>• Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe</li> <li>• Develop an awareness of the Green Cross Code</li> <li>• Understand that they belong to various groups and communities</li> <li>• Develop a sense of belonging in the wider community</li> <li>• Understand the role of the local community</li> </ul>	<p style="text-align: center;"><b>Inter-Nation Media Station</b></p> <p> In this unit, pupils will learn how to share their opinions effectively and how to debate with their peers in simple terms. They will start to learn the roles played in debates and how they need to be managed properly so that everyone has their turn to speak and be heard. They will also start to look at ways in which the internet needs to be used safely and they should not share personal information with anyone online.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn about the importance of using the internet safely</li> <li>• Understand that it is important to share their opinions and to be able to explain their views confidently</li> <li>• Learn to listen to other people and play and work co-operatively</li> <li>• To take part in a simple debate about topical issues</li> <li>• Communicate their feelings to others</li> <li>• Share opinions and explain their views</li> <li>• Listen to other people and work cooperatively</li> </ul>
<p style="text-align: center;"><b>Going Wild</b></p> <p> Pupils will develop their understanding of the human body by continuing to name particular parts of the body but will now talk about some of the similarities and differences between boys and girls. They will expand on their understanding of what is needed to keep healthy, especially the concept of exercise to stay fit and well.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn the names of different parts of the body</li> <li>• Recognise similarities and differences based on gender</li> <li>• Understand the need for physical activity to keep healthy</li> <li>• Learn to work as a team to solve a simple challenge</li> <li>• Understand the importance physical activity and rest as part of a balanced, healthy lifestyles</li> </ul>	<p style="text-align: center;"><b>Come Fly With Me! Arctic Circle</b></p> <p> Pupils will explore the theme of friendship and relationships. They will discuss what makes a good friend and what makes a bad friend and if it is possible to be friends with everyone they meet. They will then explore some of the different ways that people express friendship and greeting across the world and have opportunity to make their own greeting.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn how to develop positive relationships with peers</li> <li>• Recognise that family and friends should care for one another</li> <li>• Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships</li> <li>• Understand the importance of making friends</li> <li>• Identify and respect the differences and similarities between people</li> </ul>

### Additional 3D PSHE Lessons

#### Year 1

##### Autumn 1

#### **RULES AND RESPONSIBILITIES**

##### **Concepts**

- Understand the reason why we have rules
- Learn about rules as expectations
- Understand to agree and follow rules for their group and classroom
- Recognise why rules and expectations are important
- Understand the reason why we have rules / expectations
- Learn about how they can contribute to the life of the class
- Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  
Know that people sometimes behave differently online, including by pretending to be someone they are not
- Learn about the importance of using the internet safely
- Know the importance of self-respect and how this links to their own happiness

- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Learn how to develop positive relationships with peers
- Recognise that family and friends should care for each other
- Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they show due respect to others, including those in positions of authority
- Understand the importance of making friends
- Identify and respect the differences and similarities between people
- Be able to take turns
- Agree and follow rules for a collaborative game

##### Autumn 2

#### **EMOTIONS / COMMUNICATION**

##### **Concepts**

- Learn about the conventions of courtesy and manners
- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- Learn about making positive choices and how they can lead to happiness
- Recognise, name, manage, express feelings in a positive way
- Know how to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- Recognise and communicate feelings to others
- Recognise, name and deal with their feelings in a positive way
- Learn to take part in discussions with one other person and the whole class
- Understand that it is important to share their opinions and to be able to explain their views
- Learn to listen to other people and play and work co-operatively

<p><b>HEALTHY LIFESTYLES</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• Learn to eradicate germs and the spread of diseases by washing hands</li> <li>• Importance of maintaining personal hygiene</li> <li>• Understand how germs spread infections and diseases</li> <li>• Learn about where vegetables and fruit grow</li> <li>• Understand the social aspects of eating food together</li> <li>• Know that making good choices about food will improve their health and well-being</li> <li>• Know what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• Understand the need for protein as part of a balanced diet</li> </ul>	<p style="text-align: right;"><b>Spring 2</b></p> <p><b>BULLYING / KEEPING SAFE</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help</li> <li>• Learn about bullies and bullying behaviour</li> <li>• Understand that bullying is wrong</li> <li>• Understand that name calling is hurtful and avoidable</li> <li>• Take part in discussions with the whole class</li> <li>• Recognise how their behaviour affects other people</li> <li>• Understand what is and what is not bullying</li> <li>• Learn about the difference between secrets and surprises</li> <li>• Understanding when not to keep adults' secrets</li> <li>• Understanding that is acceptable to say 'no'</li> <li>• Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• Learn about who to go to for help and advice</li> </ul>
<p style="text-align: right;"><b>Summer 1</b></p> <p><b>FAMILIES AND FRIENDS / CARING AND SHARING</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Recognise what is kind and unkind behaviour</li> <li>• Understand that family and friends should care for each other</li> <li>• Know that families are important for children growing up because they can give love, security and stability</li> <li>• Recognise that family and friends should care for each other</li> <li>• Identify special people and what makes them special</li> <li>• Understand that people and other living things have needs and that they have responsibilities to meet them</li> <li>• Learn about responsibility to others</li> <li>• Understand the concept of 'borrowing'</li> <li>• Show responsibility to others</li> <li>• Understand the importance of sharing</li> <li>• Know that everyone has a responsibility to consider the needs of others</li> </ul>	<p style="text-align: right;"><b>Summer 2</b></p> <p><b>KEEPING SAFE / MONEY AND FINANCE</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• To understand the importance of sun safety</li> <li>• To know how to keep safe in the sun</li> <li>• Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe</li> <li>• Develop an awareness of the Green Cross Code</li> <li>• Understand where money comes from</li> <li>• Recognise notes and coins</li> <li>• Understand the role of money in our society</li> <li>• Understand why it is important to keep money safe</li> </ul>

### Additional 3D PSHE Lessons

#### Year 2

Autumn 1	Autumn 2
<p><b>FAMILY AND FRIENDS / COMMUNITIES</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships</li> <li>• Learn about the importance of sharing as part of friendship and kindness</li> <li>• Recognise what is fair and unfair</li> <li>• Learn to take part in discussions with the whole class</li> <li>• Understand our role in the class community</li> <li>• How to contribute to the life of the classroom</li> <li>• Understand that they belong to various groups and communities</li> <li>• Develop a sense of belonging in the wider community</li> <li>• Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>	<p><b>COOPERATION / EMOTIONS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between right and wrong</li> <li>• Understand that all actions have consequences</li> <li>• To take responsibility for our actions</li> <li>• Learn from experiences</li> <li>• Think about themselves, learn from experiences and recognise what they are good at</li> <li>• Recognise choices that they can make and value their achievements</li> <li>• How to set simple goals and targets for themselves</li> <li>• Recognise the importance of listening to other people</li> <li>• Understand the importance of being able to work cooperatively</li> <li>• Understand the concept of negotiation</li> <li>• Understand the importance of being able to work and play cooperatively</li> <li>• To take part in a simple debate about topical issues</li> <li>• Communicate their feelings to others</li> <li>• Share opinions and explain their views</li> <li>• Listen to other people and work cooperatively</li> </ul>

Spring 1	Spring 2
<p><b>HYGIENE</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn about the importance of and reasons for bathing and showering</li> <li>• Understand the importance of maintaining personal hygiene</li> <li>• Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• Learn about the importance of effective teeth cleaning and good dental hygiene</li> <li>• Know about the importance of a healthy lifestyle</li> <li>• Learn how to take care of teeth, in addition to brushing</li> <li>• Understand the importance of dental hygiene</li> <li>• Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth-decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> <li>• Find out which foods are good for us</li> <li>• Understand the importance of a healthy lifestyle, including dental hygiene</li> <li>• Learn about the importance of medicine safety</li> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> </ul>	<p><b>GROWING AND CHANGING</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Identify and respect similarities and differences between boys and girls</li> <li>• Learn about the process of growing from young to old</li> <li>• Learn the names for different parts of the body</li> <li>• Recognise similarities and differences based on gender</li> <li>• Learn about the physical changes in our bodies as we grow</li> <li>• Understand emotional changes as we grow up</li> <li>• Know that they have rights over their own bodies</li> <li>• Learn about how our needs change and grow as we develop</li> <li>• Understand how muscles work</li> <li>• Learn to make simple choices that improve their health and well-being</li> <li>• Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• Know the importance of building regular exercise into daily and weekly routines and how to achieve this</li> <li>• Know the importance of physical activity and rest as part of a balanced, healthy lifestyle</li> </ul>



Summer 1	Summer 2
<p><b>BULLYING AND FAIRNESS / COMMUNITIES</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to ask for advice or help for themselves or others, to keep trying until they are heard</li> <li>• Know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help</li> <li>• Understand who can help if someone is affected by bullying</li> <li>• Understand that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying</li> <li>• Understand that family and friends should care for each other</li> <li>• Learn strategies to cope with unfair teasing</li> <li>• Understand that there are different types of teasing and bullying</li> <li>• Understand the role of the local community</li> <li>• Develop a strong relationship within the local community</li> <li>• Understand the importance of shared responsibility within all communities</li> <li>• Learn to be responsible for our actions</li> <li>• Learn to be responsible for another living thing</li> </ul>	<p><b>HEALTHY LIFESTYLES / MONEY AND FINANCE</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• Learn about a range of different feelings and emotions</li> <li>• Understand that it is acceptable to feel a range of emotions</li> <li>• Learn about the importance of love</li> <li>• Recognise, name and manage their feelings in a positive way</li> <li>• Understand and be aware of the different ways to show sadness</li> <li>• Understand about coping with change and loss</li> <li>• Understand the importance of managing money carefully</li> <li>• Understand the importance of choices and spending money wisely</li> <li>• Gain a basic understanding of enterprise</li> </ul>

### Key Vocabulary

Happily Ever After			Light Up The World			Come Fly With Me! Arctic Circle			Land Ahoy	
bully	teasing	accident	sun safety	face	loss	food	vegetarian	sharing	rules	guidelines
hurt	embarrassed	negative	cover	expressions	change	diet	vegan	language	society	charter
feelings	unkind	behaviour	slop	mood	share	balance	friends	say hello	govern	right
name calling	help	positive	hat	angry		healthy	connections	greeting	expectations	wrong
bullying	trust		shade	scared		Omega 3	good friend		responsibility	fault
cyber bullying	adult		emotions	manage		nutrients	bad friend		boundaries	sharing





### Key Vocabulary

Unity in the Community			Inter-nation Media Station			Going Wild			Zero To Hero	
community	think	belonging	fact	internet safety		human	breasts	heart rate	goals	girls
class	stop	inclusive	opinion	personal		body	penis		aspirations	stereotypes
school	look	hobbies	opinions	information		body parts	exercise		achievements	gender equality
local	listen	clubs	thoughts	private		gender	physical		similarities	
Green cross	wait	uniform	debate	stranger		male	exertion		differences	
code	arrive alive	team	guidelines			female	high intensity		boys	






## ADVENTURERS – Year 3 and 4

Skills Progression		
PSHE Skills Year 3 and 4		
Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
PW6 Recognise what they are good at PW7 Recognise, name and manage their feelings in a positive way PW24 Recognise why people work PW26 Recognise what influences the choices people make about how money is spent PW27 Reflect on the range of skills needed in different jobs PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising PW29 Face new challenges positively and know when to seek help PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements PW31 Reflect on own mistakes and make amends PW32 Talk about their views on issues that affect themselves and their class PW33 Begin to make responsible choices and consider consequences PW34 Develop strategies for managing and controlling strong feelings and emotions PW35 Show awareness of changes that take place as they grow PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle PW38 Extend strategies to cope with risky situations PW39 Behave safely and responsibility in different situations PW40 Follow school rules about health and safety and know where to get help PW41 Begin to make informed lifestyle choices PW42 Identify strategies to respond to negative behaviour constructively and ask for help PW44 Empathise with another viewpoint PW45 Form and maintain appropriate relationships with a range of different people PW52 Talk, write and explain their views on issues that affect the wider environment PW65 Recognise how new relationships may develop	HW1 Know how to keep safe and how and where to get help HW2 Recognise right and wrong, what is fair and unfair and explain why HW3 Recognise how attitude and behaviour, including bullying, may affect others HW4 Recognise and respect similarities and differences between people HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help HW6 Recognise and manage risk in everyday activities HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying recognising, taking and managing risk HW8 Recognise stereotyping and discrimination HW9 Recognise their strengths and how they can contribute to different groups HW10 Recognise the factors influencing opinion and choice, including the media HW11 Recognise how their behaviour and that of others may influence people both positively and negatively HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health HW13 Listen to and show consideration for other people's views HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve HW15 Listen to, reflect on and respect other people's views and feelings HW16 Negotiate and present their own views HW17 Self-assess, understanding how this will help their future actions HW18 Work and play independently and in groups, showing sensitivity to others HW19 Use strategies to stay safe when using ICT and the internet HW20 Work independently and in groups, taking on different roles and collaborating towards common goals HW21 Use ICT safely including keeping electronic data secure	Ci5 Work co-operatively, showing fairness and consideration to others Ci8 Show awareness of issues affecting communities and groups Ci9 Recognise the need to take responsibility for actions Ci10 Identify the difference between needs and wants Ci11 Identify and understand why laws are made and how they are applied justly Ci12 Recognise the importance of local organisations in providing for the needs of the local community Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally Ci14 Reflect on the impact of people's actions on others and the environment Ci15 Work co-operatively, showing fairness and consideration to others Ci16 Make decisions, giving consideration to the impact they may have on others Ci24 Work collaboratively towards common goals Ci25 Reach agreements, make decisions and manage discussions to achieve positive results

Skills Progression continued...		
PSHE Skills Year 3 and 4		
Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
	HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions HW24 Challenge stereotyping and discrimination HW25 Manage risk in everyday activities HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency HW27 Use ICT safely including using software features and settings HW28 Respond to challenges, including recognising, taking and managing risk	

LMTW Thematic PSHE Knowledge Progression	
Y3	Y4
<p><b>Come Fly With Me! Africa</b></p> <p> In this unit, pupils focus on food, where it comes from and the importance of a balanced diet. They will initially discuss whether an ingredient or food stuff is plant based or comes from an animal, using the context of pizza toppings. They will learn about the major food groups and the importance of having a plate with as many varieties of these as possible. They will explore the concept of a balanced diet where things need to be eaten in moderation to stay healthy. They will then move onto looking at community and the variety of backgrounds, ethnicities and cultures in their community and then explore a community different to their own. Finally, pupils will touch briefly upon the issue of poaching and how this is an issue across Africa.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know about and understand the function of different food groups for a balanced diet</li> <li>• Understand that we need to protect and care for animals</li> <li>• Know where different foods come from</li> <li>• Understand why it is important to be part of a community</li> </ul>	<p><b>A World of Difference</b></p> <p> Pupils will explore their cultural and religious differences and similarities in this unit. They will discuss the term 'diversity' and how a diverse community can be very important to building tolerance and understanding between people of different backgrounds. They will then use their learning on the different religions to discuss similarities and differences between them.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the term 'diversity' and appreciate diversity within school</li> <li>• Learn about the need for tolerance for those who are different from us</li> <li>• Understand and appreciate the range of different cultures and religions represented within school</li> <li>• Learn about the need for tolerance for those of different faiths and beliefs</li> </ul>
<p><b>That's All, Folks!</b></p> <p> PSHE in That's All Folks focuses on setting targets/goals and recognising personal strengths and weaknesses in order to set reasonable and achievable targets. Pupils will identify what they consider to be their strengths and then the things that they consider themselves not to be so good at. They will then discuss what they would like to achieve in the future and look at setting some goals that might help them to achieve their dreams. They will also look at setting themselves some short term goals that are achievable and identify some people who have done things that may seem impossible but through targets and hard work have achieved their goals.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to set realistic targets</li> <li>• Understand that everyone has different strengths and weaknesses</li> <li>• Understand how to break down the steps needed to achieve a goal</li> </ul>	<p><b>Cry Freedom</b></p> <p> Pupils will explore the concept of diversity and how having a diverse classroom and community we can find out so much more about one another and have a much greater level of tolerance. In this unit, pupils will also focus on the topic of child labour and discuss how and why children are used for work, usually in very dangerous places for very little pay. They will look at charities and organisations that are working globally to eliminate child labour and provide greater levels of education so that children can go on to find better, more well paid jobs as adults.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the term 'diversity' and appreciate diversity within school</li> <li>• Learn about the need for tolerance for those who are different from us</li> <li>• Know what child labour is</li> <li>• Understand some of the causes and consequences</li> <li>• Know some of the ways that we can help to eliminate child labour</li> </ul>

### LMTW Thematic PSHE Knowledge Progression

Y3	Y4
<p><b>Athens v Sparta</b></p> <p> In this unit, pupils will revisit the topic of bullying and acting unkindly towards others and why this may occur. It may be due to frustration with that other person and them not listening or helping. Pupils will look at how listening, acknowledging and working with others can help them to achieve a common goal much faster and that it is important not to give up when working in group because each person has an important role to play. Pupils will discover that persistence can have negative affects especially when it comes to name-calling and other bullying behaviours.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand why it is important to work collaboratively</li> <li>• Understand the terms 'resilience' and 'persistence' and why these character traits are important</li> <li>• Know how to recognise the difference between isolated hostile incidents and bullying</li> <li>• Understand why it is important to listen to others</li> <li>• Know how to recognise bullying behaviour</li> </ul>	<p><b>Law and Order</b></p> <p> Pupils will revisit the importance of rules and responsibility in this unit, They will explore it through the context of taking responsibility for the learning done in their classroom. Pupils will need to work together in pairs to create a short learning experience for their classmates which will include planning to ensure that each sensory area of learning is covered and that classroom rules and standards of behaviour are maintained. They will be filmed and be given the opportunity to look back at their teaching and critique themselves.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand why rules are needed in different situations</li> <li>• Recognise that rules may need to be changed</li> <li>• Understand why it is important to plan ahead and think of potential consequences as a result of their actions</li> <li>• Understand why it is important to behave responsibly</li> <li>• Recognise that actions have consequences</li> </ul>
<p><b>Under the Canopy</b></p> <p> PSHE in Under The Canopy focuses on family units, relationships and the feelings surrounding losing and finding things. Pupils will explore how some children can live between two homes or have more than one mum or dad. They will see that family units can differ significantly and regardless of how families are set up, the feelings of love, care and support should be the same. They will also look at how we are connected to groups of people outside of our families and how these connections can provide care and support. Pupils will read stories about losing and finding important things and how this can make us feel.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• To know and understand how the make-up of family units can differ</li> <li>• Understand how we are all connected by our similarities</li> <li>• Understand that family units can be different and can sometimes change</li> </ul>	<p><b>Lightning Speed</b></p> <p> In this unit, pupils will look more closely at online safety and protecting themselves online. They will discuss why it is important to keep personal and secret information to themselves and how to make sensible choices about who they communicate with and sites they access online. Pupils will have the opportunity to talk about social media and how it can be used for good things but it does have risks associated with it and they need to be aware of these. Age restrictions and rules around online gaming and social media sites will be addressed.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• To begin to make responsible choices and consider consequences</li> <li>• To use ICT safely including keeping electronic data secure</li> <li>• To use ICT safely including using software features and settings</li> <li>• To know why social media, some computer games and online gaming, for example, are age restricted</li> </ul>
	<p><b>Picture Our Planet</b></p> <p> Pupils will look at the value of money and how they manage their money if they had a large amount to spend. They will discuss the importance of knowing how to manage their money and base their spending and saving on needs vs wants criteria. They will create a plan for a new playground but will need to stick to a strict budget and learn how to show costings in order to fit with their given budget.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn about and reflect on their own spending habits / choices</li> </ul> <p>Understand why financial management and planning is important from a young age</p>

Additional 3D PSHE Lessons	
Year 3	
<p style="text-align: center;"><b>Autumn 1</b></p> <p><b>E-SAFETY / RULES AND RESPONSIBILITIES</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• Understand why rules are needed in different situations</li> <li>• Recognise the rules may need to be changed</li> <li>• Understand why it is important to plan ahead and think of potential consequences as a result of their actions</li> <li>• Understand why it is important to behave responsibly</li> <li>• Recognise that actions have consequences</li> </ul>	<p style="text-align: center;"><b>Autumn 2</b></p> <p><b>HEALTHY RELATIONSHIPS / EMOTIONS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand the features of a good friend</li> <li>• Understand why it is important to be positive in relationships with others</li> <li>• Know how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>
<p style="text-align: center;"><b>Spring 1</b></p> <p><b>HEALTH</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• Know and understand the difference between the terms physical, emotional and mental</li> <li>• Become more self-aware</li> <li>• Understand why setting goals is important</li> <li>• Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul>	<p style="text-align: center;"><b>Spring 2</b></p> <p><b>COMMUNICATION / DIVERSITY</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are many ways to communicate</li> <li>• Understand the need to communicate clearly</li> <li>• Understand why it is important to listen to others</li> <li>• Understand why it is important to be part of a community</li> </ul>
<p style="text-align: center;"><b>Summer 1</b></p> <p><b>GROWING AND CHANGING / FIRST AID</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand that the rate at which we grow differs from person to person</li> <li>• Know and understand how to look after our teeth</li> <li>• Understand what happens when we lose teeth as we grow up and why this happens</li> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> </ul>	<p style="text-align: center;"><b>Summer 2</b></p> <p><b>HEALTHY LIFESTYLES / COLLABORATION</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of the word 'healthy'</li> <li>• Know the risks associated with an inactive lifestyle (including obesity)</li> <li>• Know the recommended guidelines for physical activity and understand the reasons for these</li> <li>• Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• Understand why it is important to listen to others</li> <li>• Understand why it is important to work collaboratively</li> <li>• Know how to identify ways to improve the environment</li> <li>• Know how to spot problems and find ways of dealing with them</li> </ul>

**Additional 3D PSHE Lessons**

**Year 4**

Autumn 1	Autumn 2
<p><b>E-SAFETY / STEREOTYPING</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>To use ICT safely including using software features and settings</li> <li>Know how information and data is shared and used online</li> <li>Know that for most people the internet is an integral part of life and has many benefits</li> <li>Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>To know why social media, some computer games and online gaming, for example, are age restricted</li> <li>To know where and how to report concerns and get support with issues online</li> <li>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>Know and understand the terms 'discrimination' and 'stereotype'</li> <li>Challenge stereotypes relating to work and gender</li> </ul>	<p><b>BULLYING</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know how to recognise the difference between isolated hostile incidents and bullying</li> <li>Understand what self-esteem is and why it is important</li> <li>Know how to communicate their opinions in a group setting</li> <li>Understand the 'resilience' and 'persistence' and why these character traits are important</li> <li>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>Know how to recognise bullying behaviour</li> <li>Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>
Spring 1	Spring 2
<p><b>NUTRITION AND FOOD</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Know what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>Know where different foods come from</li> <li>Know about and understand the function of different food groups for a balanced diet</li> <li>Know the principles of planning and preparing a range of healthy meals</li> <li>Learn to prepare and cook a variety of dishes</li> </ul>	<p><b>COMMUNICATION / EMOTIONS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand why it is important to listen to others</li> <li>Know how to communicate their opinions in a group setting</li> <li>Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>Understand that family units can be different and can sometimes change</li> </ul>
Summer 1	Summer 2
<p><b>ASPIRATIONS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand that everyone has different strengths and weaknesses</li> <li>Learn about the importance of self-respect and how this links to their own happiness</li> <li>Know how to set realistic targets</li> <li>Understand how to break down the steps needed to achieve a goal</li> </ul>	<p><b>SIMILARITIES AND DIFFERENCES / ECONOMIC AWARENESS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Understand how we are all connected by our similarities</li> <li>Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>Know and understand how the make-up of family units can differ</li> <li>Understand and appreciate the range of different cultures and religions represented within school</li> <li>Learn about the need for tolerance for those of different faiths and beliefs</li> <li>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>Understand the term 'diversity' and appreciate diversity within school</li> <li>Learn about the need for tolerance for those who are different from us</li> <li>Learn about and reflect on their own spending habits / choices</li> <li>Understand why financial management and planning is important from a young age</li> </ul>

**Key Vocabulary**

Come Fly With Me! Africa			A World Of Difference		That's All Folks			Cry Freedom	
plant	balanced	ethnicity	diversity	religion	strengths	work ethic	diversity	dangerous jobs	
animal	diet	cultural	stereotyping	beliefs	weaknesses	dream	discrimination	UNICEF	
protein	nutrition	poaching	discrimination	afterlife	talent	aspiration	stereotyping		
carbohydrate	healthy lifestyle	ivory	strengths		target		celebration		
vitamin	community		differences		goal		strengths		
fats			representation		aim		child labour		

**Key Vocabulary**

Athens Vs Sparta			Law and Order		Under The Canopy			Lightning Speed	
collaboration	self-evaluation	negative	rules	kinaesthetic	lost	relationships	connection	online safety	choices
group work	resilience	positive	responsibility	outcomes	missing	family unit	similarities	E-safety	social media
teamwork	persistence		expectations	teach	empathise	adopted	family change	privacy	gaming
share	frustration		planning	reflect	separation	fostered		personal	age limits
listen	bullying		visual	behaviour	found	parents		information	hacking
group roles	react		auditory		family tree	carers		secret	



## NAVIGATORS – Year 5 and 6

### Skills Progression

#### PSHE Skills Year 5 and 6

Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
<p>PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</p> <p>PW35 Show awareness of changes that take place as they grow</p> <p>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW41 Begin to make informed lifestyle choices</p> <p>PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness</p> <p>PW46 Identify the skills they need to develop to make their own contribution in the working world in the future</p> <p>PW47 Recognise how people manage money and learn about basic financial capability</p> <p>PW48 Make connections between their learning, the world of work and their future economic wellbeing</p> <p>PW49 Look after their money and realise that future wants, and needs may be met through saving</p> <p>PW50 Show initiative and take responsibility for activities that develop enterprise capability</p> <p>PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support</p> <p>PW52 Talk, write and explain their views on issues that affect the wider environment</p> <p>PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way</p> <p>PW54 Begin to set personal goals</p> <p>PW55 Take action based on responsible choices</p> <p>PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures</p>	<p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW13 Listen to and show consideration for other people’s views</p> <p>HW14 Identify and talk about their own and others’ strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people’s views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p>	<p>Ci2 Recognise the difference between right and wrong and what is fair and unfair</p> <p>Ci10 Identify the difference between needs and wants</p> <p>Ci15 Work co-operatively, showing fairness and consideration to others</p> <p>Ci17 Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice</p> <p>Ci18 Recognise that communities and the people within them are diverse, changing and interconnected</p> <p>Ci19 Recognise that people’s basic needs are the same around the world, discussing why some societies are more able to meet these needs than others</p> <p>Ci20 Identify different forms of discrimination against people in societies</p> <p>Ci21 Discuss how people can live and work together to benefit their communities</p> <p>Ci23 Consider the main features of a democracy</p> <p>Ci24 Work collaboratively towards common goals</p> <p>Ci25 Reach agreements, make decisions and manage discussions to achieve positive results</p> <p>Ci26 Engage actively with democratic processes and address issues of concern to them through their actions and decision-making</p>






**Skills Progression continued...**

**PSHE Skills Year 5 and 6**



Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
<p>PW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends</p> <p>PW58 Recognise that when the body changes during puberty it can affect feelings and behaviour</p> <p>PW59 Recognise when physical contact is acceptable and unacceptable</p> <p>PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene</p> <p>PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs</p> <p>PW63 Recognise that positive friendships and relationships can promote health and wellbeing</p> <p>PW64 Identify how to find information and advice through help lines</p> <p>PW65 Recognise how new relationships may develop</p> <p>PW66 Reflect on the many different types of relationships that exist</p> <p>PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships</p> <p>PW68 Manage changing emotions and recognise how they can impact on relationships</p> <p>PW69 Talk with a wide range of adults</p>		



LMTW Thematic PSHE Knowledge Progression

Y5	Y6
<p><b>Come Fly With Me! America</b></p> <p> Pupils will develop ways in which they can become better listeners and explore the importance of listening carefully to each other. They will share experiences of when they felt they weren't listened to and how that made them feel. Pupils will discuss how not listening and understanding can lead to disputes across cultures and religious groups. This unit gives pupils the opportunity to plan an event that celebrates and represents cultural diversity. They will need to invite some press or have some media coverage and then reflect on the event afterwards.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand the importance of listening to others</li> <li>• Understand the role of the listener in any relationship</li> <li>• Recognise that there are many ways to communicate</li> <li>• Understand the need to both listen and speak when communicating with others</li> <li>• Understand the benefits of living in a diverse community and learn to celebrate diversity</li> </ul>	<p><b>A World of Bright Ideas</b></p> <p> In this unit, pupils will combine their understanding and skills in working collaboratively to prepare and cook a menu together in small teams. They will need to consider two courses they will prepare and take note of the nutritional values of the dishes they make. Their meals will be critiqued and judged by their peers, using an agreed upon scoring system.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to cook and apply the principles of nutrition and healthy eating</li> <li>• Prepare and cook with a variety of ingredients, using a range of cooking techniques</li> </ul>
	<p><b>"I Have a Dream..."</b></p> <p> In 'I Have A Dream', pupils will explore the collaborative nature of a successful community. Pupils will work in teams to create a collaborative community which will require a set of rules or charter to define themselves. They will be given scenarios where the community may not be work as well as it should and they will discuss how the problems should be solved. Within in this unit, pupils will also tackle gender stereotyping when it comes to job roles and share with the class what makes their family unique by introducing some of their traditions and cultures.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand that there are many situations in which collaboration is necessary</li> <li>• Understand the need to develop teamwork skills</li> <li>• Recognise that there are many roles within a community</li> <li>• Understand the need to collaborate in a group situation</li> <li>• Learn about cultural differences and how diverse cultures can enhance societies</li> <li>• Learn about gender discrimination and its impact</li> </ul>

LMTW Thematic PSHE Knowledge Progression

Y5	Y6
	<p style="text-align: center;"><b>Wars of the World</b></p> <p> In this unit, pupils will explore a number of tough topics. They will discuss the importance of showing resilience and courage when standing up for themselves and know that it is important not to always follow the crowd. They will move onto exploring the meanings of 'extremism' and 'radicalisation'. They will share what they consider to be extreme reactions to fairly small events and explore how vulnerable people can be lead into listening to and taking part in extreme activities. This unit uses the events of September 11<sup>th</sup> 2001 to explain and teach about radicalisation and extremism and should be treated with sensitivity.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning and importance of resilience and courage</li> <li>• Recognise and know how to deal with situations involving peer pressure</li> <li>• Recognise the features of extremism</li> <li>• Identify why and how people are recruited into extremist activity</li> <li>• Identify some of the stereotypes relevant to extremism</li> <li>• Understand how extremism can lead to harm</li> <li>• Recognise extremism and radicalisation</li> <li>• Identify why and how people are recruited into radicalised activity</li> <li>• Identify some of the stereotypes relevant to radicalisation</li> <li>• Identify the risks faced in relation to extremist activity</li> <li>• Understand how they can lead to harm</li> <li>• Recognise extremism and radicalisation</li> <li>• Identify why and how people are recruited into radicalised activity</li> <li>• Identify some of the stereotypes relevant to extremism</li> <li>• Identify the risks faced in relation to extremist activity</li> </ul>
	<p style="text-align: center;"><b>Full of Beans</b></p> <p> Pupils will expand their understanding of finances in this unit. They will discover new vocabulary such as loan, tax, interest and discount and learn what it means to budget. They will discuss what is involved in basic financial planning and why it is important to be careful with their money. Pupils will share what they know about how money is made and consider the jobs they may want to do as adults to make money.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand financial terms such as loan, interest, tax and discount</li> <li>• Learn about budgeting and what it means to budget</li> <li>• Understand why financial management and planning is important from a young age</li> <li>• Know and understand financial terms such as loan, interest, tax and discount</li> </ul> <p>Understand why aspirations are important in helping to plan for the future</p>

**Additional 3D PSHE Lessons**

**Year 5**

Autumn 1	Autumn 2
<p><b>RULES AND RESPONSIBILITIES / HEALTH</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Understand why structure is needed in different situations</li> <li>• Understand the term 'anarchy' and understand the implications of living in an anarchic society</li> <li>• Know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy</li> <li>• Learn about organisations such as the United Nations</li> <li>• Understand the importance and significance of equal rights</li> <li>• Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p><b>EMOTIONS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle</li> <li>• Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• Understand the need for empathy when peers are experiencing conflict at home</li> <li>• Understand the benefits of living in a diverse community and learn to celebrate diversity</li> </ul>
Spring 1	Spring 2
<p><b>HEALTH / SAFETY</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• Know the characteristics and mental and physical benefits of an active lifestyle</li> <li>• Understand the importance of making changes in adopting a more healthy lifestyle</li> <li>• Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p><b>COMMUNICATION</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• Know about the basic synergy between physical, emotional and mental health</li> <li>• Know the importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• Recognise that there are many different ways to communicate</li> <li>• Understand the need for confidentiality in certain situations</li> <li>• Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>• Know and understand the importance of listening to others</li> <li>• Understand the role of the listener in any relationship</li> <li>• Recognise that there are many ways to communicate</li> <li>• Understand the need to both listen and speak when communicating with others</li> </ul>



Additional 3D PSHE Lessons

Year 5

Summer 1

**NUTRITION AND FOOD / MENTAL WELLBEING**

**Concepts**

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know about the different food groups and their related importance as part of a balanced diet
- Develop an awareness of their own dietary needs
- Know the principles of planning and preparing a range of healthy meals
- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know how to cook and apply the principles of nutrition and healthy eating
- Prepare and cook with a variety of ingredients, using a range of cooking techniques
- Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know about and understand the importance of touch in a range of contexts
- Know the difference between appropriate and inappropriate touches
- Know how to recognise and report feelings of being unsafe or feeling bad about any adult

Summer 2

**COLLABORATION / FIRST AID**

**Concepts**

- Understand that there are many situations in which collaboration is necessary
- Understand the need to develop teamwork skills
- Recognise that there are many roles within a community
- Understand the need to collaborate in a group situation
- Know concepts of basic first-aid, for example dealing with common injuries, including head injuries

**Additional 3D PSHE Lessons**

**Year 6**

Autumn 1	Autumn 2
<p><b>ASPIRATIONS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Be able to reflect on past achievements</li> <li>• Recognise achievements of others as being worthwhile and important</li> <li>• To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> </ul>	<p><b>SIMILARITIES AND DIFFERENCES</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know the importance of self-respect and how this links to their own happiness</li> <li>• Learn about racial discrimination and its impact on societies, past and present</li> <li>• Know what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• Learn about gender discrimination and its impact</li> <li>• Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• Learn about the importance of family within different cultures</li> </ul>
Spring 1	Spring 2
<p><b>HEALTH AND RELATIONSHIPS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• To know the facts and science relating to allergies, immunisation and vaccination</li> <li>• Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>	<p><b>HEALTH AND RELATIONSHIPS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• To know how and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>• To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> <li>• Know that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• Know that relationships can change as a result of growing up</li> </ul>
Summer 1	Summer 2
<p><b>ECONOMIC AWARENESS</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Learn about budgeting and what it means to budget</li> <li>• Understand why financial management and planning is important from a young age</li> <li>• Know and understand financial terms such as loan, interest, tax and discount</li> <li>• Understand why aspirations are important in helping to plan for the future</li> <li>• Know and understand financial terms such as loan, interest, tax and discount</li> </ul>	<p><b>MAKING MONEY</b></p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Know and understand the principles of enterprise</li> <li>• Understand profit and loss</li> <li>• Know and understand the principles of charity work</li> </ul>



Key Vocabulary					
Come Fly With Me! America		A World of Bright Ideas		Full Of Beans	
listening	misinterpretation	ingredient	review	interest	planning
cross-cultural	misinformation	teamwork	score	budget	value
understanding	collaborating	food invention		VAT	tax
ignored	planning	menu		discount	loan
reflection	event	success criteria		percentage	salary
UN				financial	

Key Vocabulary			
"I Have A Dream"		Wars of the World	
collaboration	festival	vulnerable	parallel
roles	tradition	extremism	extreme
community	gender	resilience	terrorism
charter	stereotype	radicalisation	Ground Zero
culture	aspirations	courage	World Trade Centre
difference		misinformation	internet

### End Goals

#### EYFS

Our aim in teaching PSHE in Explorers is to begin to develop pupils' self-awareness as individuals and their place in their class environment. Pupils should be able to communicate with both adults and their peers in the classroom, expressing how they feel, what they need and using language appropriately to solve simple social disagreements. Pupils should be able to make friends in their class and show kindness and thoughtfulness towards others. As well as the adults in their classroom and school, they will be aware of people in the wider community who can help them. They should also be able to give some simple suggestions of ways in which they can help their peers and other members of the school community if they need it. For example, if someone has hurt themselves, they should know that they need to let an adult know. By the end of this phase, pupils should be able to recognise similarities and differences between them, particularly physical differences. They should also be able to name some basic body parts. They will have been made aware that some people have disabilities that make certain tasks challenging and they should be able to suggest some ways in which they could help others achieve a task. Pupils should also be able to set themselves some simple targets, such as being able to climb a little higher on the climbing frame or to write their own name. This phase also allows pupils to become aware of the rules of the classroom, follow them without needing much prompting from adults and to take some responsibility for keeping their classroom safe and tidy.

#### KS1

Our aim in teaching PSHE in Pathfinders is to expand and build on pupils' awareness of themselves and others and develop skills learnt in Explorers. Pathfinders should be able to, not only communicate more clearly with their peers and adults, but also show signs of careful and attentive listening. They will have had opportunity to talk in more depth about how they and others may be feeling in a given situation and offer some suggestion for how they could make someone feel happier if they were sad or hurt. Pupils should be aware of what bullying is in simple terms and what they should do if they, or someone else, is being bullied. They will have discussed ways in which they can take responsibility for their own behaviour and how their responsibilities can extend beyond the classroom into the wider community. At the end of the Pathfinders phase, pupils should have an initial awareness of what makes a healthy lifestyle, recognising the importance of physical activity and a varied diet. They will be made more aware of the similarities and differences between people based on gender. Pupils will have also been introduced to financial literacy and be made aware, in basic terms, of keeping safe online.

#### LKS2

Our aim in teaching PSHE in Adventurers is to encourage pupils to become more aware of their own strengths and weaknesses and to broaden their horizons in terms of recognising diversity and celebrating difference within their close and wider communities. Pupils should be able to show sensitivity to people from backgrounds different to their own and learn about the life experiences that some people have had, or are currently experiencing. In this phase, the idea of what makes a family is looked at in more details and pupils should be aware that a family can look very different from their own; not everyone has the same family set up as them. They should show awareness and sensitivity when talking about families and understand that some people may not want to share much about their family environment. By the end of the Adventurers phase, pupils should be able to work more collaboratively with their peers and understand the terms 'resilience' and 'perseverance' when tackling a task that requires more effort and a sense of teamwork. They should have developed their communication skills in order to discuss, listen and delegate tasks to their peers and have improved skills for resolving conflicts more effectively. Pupils will have continued to be aware of their body and recognise some ways it grows and changes as they get older. They will also be able to talk about nutrition and physical activity in more detailed terms and how these features contribute to a healthy lifestyle. Finally, pupils should have a better understanding of online safety, having looked at the reasons for age restrictions on social media and gaming, as well understanding ways in which they can keep themselves safe online.

#### UKS2

Our aim in teaching PSHE in Navigators is to continue to build on the knowledge and skills acquired across the previous three phases by giving pupils a broader, more global viewpoint. By the end of this phase, pupils should be able to clearly articulate their own ideas and draw their own conclusions in discussions and when assessing scenarios. They should be able to share why a conflict has occurred and offer the best solution resolving it. In the Navigators phase, pupils will have come across some difficult, hard-hitting topics. They will have needed to draw on all their knowledge and skills to approach these issues with sensitivity and empathy. Through the global events of September 11<sup>th</sup> 2001, pupils will have explored what can lead people towards extremist and radicalised views and pupils should be able to offer suggestions as to how they could help someone who appears to be vulnerable and potentially harbouring some extremist views. Pupils should also be able to discuss the feelings associated with death and loss and know that it is normal to be very upset and go through the process of grieving when someone or something beloved dies. As well as approaching some difficult topics, pupils should also have a deeper understanding of more complex financial issues and financial literacy. In terms of health, they should be aware that health doesn't just cover aspects of physical wellbeing, but also mental wellbeing and know what to do if they are feeling anxious, unhappy or suffering from low self-esteem. Finally, pupils should know what the term 'anarchy' means and have a good understanding of rules and responsibilities far beyond the classroom.



