

PSHE Progression Document



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2022-23

RHSE and PSHE – Woodchurch CE Primary School

Rationale

Woodchurch CE Primary School considers that Relationships, Health and Sex Education (RHSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe and comfortable atmosphere. The programme is underpinned by the PSHE Association's guidance and is set within a moral framework and matched to the pupils' level of maturity. As a Church School we promote the Christian concepts of the importance of marriage for family life, stable and loving relationships, respect, love and care but respect that many of our pupils will come from different family structures.

Intent

Our intent is to help our pupils to develop the knowledge, skills and attributes they need to manage many of the opportunities, challenges and responsibilities they will face as they grow up and in adulthood. This includes promoting protected characteristics in an age-appropriate context. By teaching our pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our PSHE, including our RHSE curriculum will support us in tackling barriers to learning, raising aspirations, and improving the life chances of all our children including the most vulnerable and disadvantaged pupils.

Implementation

PSHE begins in F2 through the One Decision scheme of work, which allows us to effectively deliver the PSED strand within the EYFS framework.

From Year 1 through to Year 2 we follow the guidance from the PSHE Association, using their resources to develop our personalised curriculum based on a contextual analysis of local health and well-being strengths and needs. As a school we use guidance and accredited resources from the PSHE Association to develop and deliver a curriculum which meets our children's needs and allows staff to build relationships with their class, and to provide a curriculum which has the children at its heart.

In addition, from September 2022, PSHE lessons are delivered alongside My Happy Mind. My Happy Mind is an NHS backed programme. The science-backed programme "helps today's children for tomorrow's world" by building resilience, balance and happy minds at home and in school.

It is taught across five modules and each module introduces a new set of content and habits to help children build resilience, self-esteem and confidence. The five modules are: Meet your Brain, Celebrate, Appreciate, Relate, Engage.

We also take into consideration guidance from Goodness and Mercy in relation to RSE

Teaching strategies are varied and are mindful of the needs of all our children. Our PSHE curriculum is designed on a question based approach covering three main themes:

Relationships (RHSE)

Health and well-being (RHSE)

Living in the Wider World (PSHE)

Over the year, each class will focus on aspects from all three strands.

Throughout the year we also take part in a range of other activities to support the wider delivery of PSHE. These include:

Diversity week

Parliament week (KS2)

NSPCC days

Mental Health week

Fundraising events e.g. Comic Relief

Career Awareness

Church Services

Archbishop of York award

Development Matters

Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul style="list-style-type: none"> • Self-Regulation/ Managing Self/ Building Relationships • Is finding ways to calm himself/ herself, through being calmed and comforted by their key person. • Is establishing his/ her sense of self. • Expresses preferences and decisions. Tires new things and is starting to establish autonomy. • Engages with others through gesture, gaze and talk. • Uses engagement with others to achieve a goal e.g. gestures towards cup if wants a drink. • Is finding ways of managing transitions e.g. from their parents to their key person. • Is thriving as he/ she develops self- assurance. • Looks back as walks away from their key person. He/ she looks for clues for how to respond to something interesting. • Plays with increasing confidence oh his/ her own and with other children, because they know their key worker is nearby and available. • Feels confident when taken out around the local neighbourhood and enjoys exploring new places with key person. • Feels strong enough to express a range of emotions. • Is growing in independence, rejecting help 'me do it'. Sometimes this leads to the feeling of frustration and tantrums. • Is beginning to show 'effortful control' e.g. waiting for a turn and resisting the strong impulse to grab what he/ she wants or push his/ her way to the front. • Is increasingly able to talk about and manage emotions. • Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion. • Is developing friendships with other children. 	<p>Self- Regulation</p> <ul style="list-style-type: none"> • Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/ she has chosen, or one, which is suggested to him/ her. • Developing sense of responsibility and membership of a community. • Helps to find solutions to conflicts and rivalries. • Increasingly follows rules, understanding why they are important. • Does not always need an adult to remind him/ her of a rule. • Is developing appropriate ways of being assertive. • Talks with others to solve conflicts. • Talks about feelings using words like 'happy' 'sad' "angry" or 'worried'. <p>Managing Self</p> <ul style="list-style-type: none"> • Is showing more confidence in new social situations. • Is increasingly independent in meeting own care needs e.g. brushing teeth, using the toilet, washing and drying hands. • Is able to make healthy choices about food, drink, activity and tooth brushing. <p>Building Relationships</p> <p>Is becoming more outgoing with unfamiliar people, in the safe context of the setting.</p> <p>Plays with one or more children, extending and elaborating play ideas.</p> <p>Is beginning to understand how others might be feeling</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Expresses his/ her own feelings and considers the feelings of others. • Is able to identify and moderate own feelings socially and emotionally. <p>Managing Self</p> <ul style="list-style-type: none"> • Sees himself/ herself as a valuable individual. • Shows resilience and perseverance in the face of a challenge. • Manages his/ her own needs around personal hygiene. <p>Building Relationships</p> <ul style="list-style-type: none"> • Builds constructive and respectful relationships. • Thinks about the perspective of others.

- Safely explores emotions beyond his/ her normal range through play and stories.
- Is talking about feelings in more elaborate ways such as ‘ I am sad because...’
- Is learning to use the toilet with help and developing independence.

Early Learning Goals

Self- Regulation

- Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.
- Can set and work towards simple goals, is able to wait for what he/she wants and control his/ her immediate impulses when appropriate.
- Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/ her behaviour accordingly.

Managing Self

- Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge.
- Can explain the reasons for rules, knows right from wrong and tried to behave accordingly.
- Managed own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices.

Building Relationships

- Forms positive attachments to adults and friendships with peers.
- Shows sensitivity to own and to others needs.
- Works and plays cooperatively and takes turns with others.

Key Stage 1 and Key Stage 2

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. The RHSE curriculum has been statutory since September 2020 and there is an expectation that it will be implemented in full from July 2022. This includes Relationships Education at key stages 1 and 2, and Health Education across both key stages.

The Programme of Study is set out into three core themes:

1. Health & Wellbeing
2. Relationships
3. Living In The Wider World

PSHE education addresses both pupils’ current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year

Knowledge, skills and understanding breakdown of PSHE

		F2	Y1	Y2	Y3	Y4	Y5	Y6
Health and Wellbeing	Healthy Lifestyles & Physical Well Being	<ul style="list-style-type: none"> Have an awareness of keeping teeth clean and not eating too many sweets. Manage own basic hygiene and personal needs & understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> Know how to stay healthy Know how physical activity helps us stay healthy Know simple hygiene routines that can stop germs from spreading including hand washing and brushing your teeth Know about allergies & vaccines 	<ul style="list-style-type: none"> Know about foods that support good health and the characteristics of a poor diet Know that medicines can help people stay healthy Know the importance of play and when to take breaks from time online Know how to keep safe in the sun and protect skin from sun damage 	<ul style="list-style-type: none"> Know the elements of a healthy lifestyle Know about the risks associated with an unhealthy lifestyle Know about choices that support healthy lifestyles Know how to maintain good oral hygiene Know about what good physical health means 	<ul style="list-style-type: none"> Know about the benefits of sun exposure & the risks of over exposure 	<ul style="list-style-type: none"> Know about choices that support a healthy lifestyle, & recognise what might influence these 	<ul style="list-style-type: none"> Know how sleep contributes to healthy lifestyles Know how bacteria and viruses can affect health & the importance of personal hygiene can reduce the spread of infection Know that habits can have both positive and negative effects on a healthy lifestyle
	Mental Health	<ul style="list-style-type: none"> Shows sensitivity to their own and to others' needs Form positive attachments to adults and friendships with peers. 	<ul style="list-style-type: none"> Know about different feelings that humans can experience Know that not everyone feels the same at the same time, or feels the same about the same things 	<ul style="list-style-type: none"> Know how to recognise and name different feelings & understand there is a scale of emotion Know about different ways to share feelings using key vocabulary and develop strategies for managing feelings Know about the feelings associated with change and loss 	<ul style="list-style-type: none"> Know that mental health, like physical health, is part of everyday life Know about everyday things that can affect feelings & the importance of expressing feelings Know that mental health is common and anyone can experience it 	<ul style="list-style-type: none"> Use strategies and behaviours to support mental health Be able to use strategies to respond to feelings and how to manage them appropriately Know about change and loss including death & how these can affect feelings 	<ul style="list-style-type: none"> Know that feelings can change over time in range and intensity Know the warning signs about mental ill health and wellbeing and how to seek support 	<ul style="list-style-type: none"> Have a varied vocabulary when talking about feelings Know how to express feelings in different ways Know problem solving strategies for dealing with emotions, challenges and change, including transition to a new school

	Growing & Changing	<ul style="list-style-type: none"> See themselves as valuable individuals 	<ul style="list-style-type: none"> Say what makes them special and unique Know what they are good at and what they like and dislike Have an understanding that babies need care and support, and that older children can be more independent 	<ul style="list-style-type: none"> Name the main parts of the body including external genitalia Know about growing and changing from young to old and how people's needs change 			<ul style="list-style-type: none"> Know about physical and emotional changes that happen during puberty Know the importance of personal hygiene during puberty Know what happens during menstruation and sperm production 	<ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction Know about the process of reproduction and birth as part of the human life cycle Know that for some people gender identity does not correspond with biological sex Know where to get advice and report concerns if worried about their own or someone else's personal safety
	Drugs, Alcohol, Tobacco & Keeping Safe	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing. Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> Know about risks in everyday life and how to keep safe at home Know about ways to keep safe in unfamiliar environments Know about people whose job it is to keep us safe Know when and how to take medicines safely, and know who is able to give us medicine 	<ul style="list-style-type: none"> Know basic rules to keep safe online and to tell a trusted adult if they come across something that scares them Know that household products (including medicines) can be harmful if not used properly Know about things that people can put into their bodies and on their skin and how these can affect people 	<ul style="list-style-type: none"> Know about hazards that may cause harm Know what to do if there is an accident or emergency 	<ul style="list-style-type: none"> Know how to keep safe online and to report any risks Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable; strategies for managing this 	<ul style="list-style-type: none"> Explore a range of legal and illegal drugs, their risks and effects Know about why people choose to use or not use drugs Know about the risks, effects, and impact to legal drugs common to everyday life Consider smoking and its effects, including the impact of passive smoking Know about basic first aid and dealing with common injuries Know about the laws surrounding the use of legal and illegal drugs Know about the effect alcohol can have on the body and its risks 	<ul style="list-style-type: none"> Know that Female Genital Mutilation (FGM) is against the law and whom to tell if they or someone they know is at risk Know about the organisations that can support people who use drugs Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable; strategies for managing this

Knowledge, skills and understanding breakdown of PSHE

		F2	Y1	Y2	Y3	Y4	Y5	Y6
Relationships	Families	<ul style="list-style-type: none"> • Talks about members of his/ her immediate family and community. • Names and describes people who are familiar to him/ her 	<ul style="list-style-type: none"> • Identify common features of family life • Know that it is important to tell a trusted adult is something about their family makes them worried or unhappy • Know about the people who love and care for them • Know about different types of families that may be different from their own 	<ul style="list-style-type: none"> • Know about the roles of different people in our lives • Know that it is important to tell a trusted adult is something about their family makes them worried or unhappy 	<ul style="list-style-type: none"> • Know about different types of relationships • Know people who love and care for each other can be in a committed relationship • Recognise the characteristics of a healthy family life 		<ul style="list-style-type: none"> • Know and respect different types of family structure 	<ul style="list-style-type: none"> • Know that people may be attracted to someone in different ways e.g. emotionally, sexually (regardless of gender identity) • Know how to recognise if family relationships make them feel unhappy or unsafe and how to seek advice • Know that forcing anyone to marry against their will is a crime
	Friendships	<ul style="list-style-type: none"> • Builds constructive and respectful relationships. • Thinks about the perspective of others. • Works and plays cooperatively with others. • Forms positive attachments to adults and friendships with peers. 	<ul style="list-style-type: none"> • Know how to make friends and what makes a good friendship 	<ul style="list-style-type: none"> • Recognise when they or someone else feels lonely and what to do • Use simple strategies to resolve arguments between friends • Know how to ask for help if a friendship makes them feel unhappy 	<ul style="list-style-type: none"> • Know the importance of friendships • Know about the importance of seeking support if feeling lonely/excluded 	<ul style="list-style-type: none"> • Know what constitutes a positive healthy friendship; understanding that the same principles apply online as to face to face • Know that healthy friendships make people feel included 	<ul style="list-style-type: none"> • Know how friendship can change over time • Use strategies to resolve disputed and reconcile differences positively • Know strategies for recognising and managing peer influence • Know that if a friendship (online or offline) makes them feel unsafe/uncomfortable, to ask for support if necessary 	<ul style="list-style-type: none"> • Explore the process of grooming • Know when to intervene without escalating a situation

	Managing Harmful Relationships and bullying	<ul style="list-style-type: none"> Helps to find solutions to conflicts and rivalries. Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly. 	<ul style="list-style-type: none"> Know that bodies and feelings can be hurt by words and actions Know that people can say hurtful things online Know what is kind and unkind behaviour 	<ul style="list-style-type: none"> Know about how people may feel if they experience hurtful behaviour or bullying Know that hurtful behaviour online and offline is not acceptable and the importance of telling a trusted adult 	<ul style="list-style-type: none"> Know about the impact of bullying both online and offline Know the consequences of hurtful behaviour (including on mental health) 	<ul style="list-style-type: none"> Use strategies to respond to hurtful behaviour experiences or witnessed online or offline Know how to report concerns and get support 	<ul style="list-style-type: none"> Know about why someone may behave differently online Recognise appropriate things to share & things that should not be shared online Identify scenarios that involve potential grooming 	<ul style="list-style-type: none"> Know how to discuss & debate topical issues, respect other people's points of view & constructively challenge those they disagree with
	Respecting self and others	<ul style="list-style-type: none"> Sees himself/herself as a valuable individual. Shows an understanding of his/ her own feelings and the feelings of others 	<ul style="list-style-type: none"> Know that bodies and feelings can be hurt by words and actions Know what is kind and unkind behaviour 	<ul style="list-style-type: none"> Know what to do if they feel unsafe or worried; who to ask for help; the importance of keeping trying until heard Know basic techniques for resisting pressure to do something Understand courtesy and manners 	<ul style="list-style-type: none"> Know about privacy and personal boundaries Know to respond safely and appropriately to adults they encounter Understand the difference between appropriate and inappropriate physical contact 	<ul style="list-style-type: none"> Know about keeping something confidential or secret, when this should/ should not be agreed to & when is it right to share a secret Recognise different types of physical contact; what is acceptable & unacceptable; strategies to respond to unwanted physical contact 	<ul style="list-style-type: none"> Know about stereotypes Know the importance of self-respect and how this can affect their thoughts and feelings about themselves Listen and respond respectfully to a wide range of people from diverse backgrounds Know about seeking or giving permission in different situations 	<ul style="list-style-type: none"> Know about discrimination, what it means and how to challenge it Know about stereotypes; how they can negatively influence behaviours & attitudes towards others; strategies for challenging stereotypes Recognise important stages in the radicalisation process and identify actions that an individual can take in order resist the process of radicalisation

Knowledge, skills and understanding breakdown of PSHE

		F2	Y1	Y2	Y3	Y4	Y5	Y6
Living In the Wider World								
	Shared and community responsibility	<ul style="list-style-type: none"> Increasingly follows rules, understanding why they are important. Does not always need an adult to remind him/her of a rule. Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. 	<ul style="list-style-type: none"> Know about rules and why they are needed Know about things they can do to look after the environment Know about different roles and responsibilities in the community Recognise the ways in which they are the same and different to others 	<ul style="list-style-type: none"> Know about how people and other living things have different needs Know how to be polite and courteous 	<ul style="list-style-type: none"> Know about different groups of people they belong to Know about what living in a community means and different groups in the community 	<ul style="list-style-type: none"> Know about the importance of compassion and the shared responsibility we have for caring for people and other living things Value the different contributions that people make to the community Respect the similarities and differences between people Know about reasons for rules and laws and the consequences of not adhering to them Know about human rights that are there to protect everyone 	<ul style="list-style-type: none"> Know about diversity and the benefits of living in a diverse community 	<ul style="list-style-type: none"> Know about prejudice and discrimination and ways of responding to it Know about ways of carrying out shared responsibilities for protecting the environment and how our everyday choices can affect this

	Media and digital resilience	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques. 	<ul style="list-style-type: none"> • Know about the role of the internet in everyday life and its benefits 	<ul style="list-style-type: none"> • Know that sometimes people may behave differently online, including by pretending to be someone they are not • Know how the internet & digital services can be used safely to find things out & communicate 	<ul style="list-style-type: none"> • Recognise ways in which the internet & social media can be used positively & negatively 	<ul style="list-style-type: none"> • Know how to assess the reliability of sources of information online; how to make safe, reliable choices from search results 	<ul style="list-style-type: none"> • Recognise ways in which the internet & social media can be used positively & negatively e.g. bullying, trolling and harassment. Know about some of the different ways information and data is shared and used online, including for commercial purposes • Know about the benefits of the internet & the importance of balancing time online 	<ul style="list-style-type: none"> • Know about how information is ranked, selected & targeted at specific individuals & groups; that connected devices can share information • Know about how text & images in the media & on social media can be manipulated or invented
	economic well being	<ul style="list-style-type: none"> • Starts to use money in roleplay. 	<ul style="list-style-type: none"> • Know what money is; what forms it comes in; that money comes from different sources • Know that money needs to be looked after 	<ul style="list-style-type: none"> • Know that people make different choices about how to save & spend money • Know about the difference between needs and wants 		<ul style="list-style-type: none"> • Recognise that people have different attitudes towards saving and spending money • Identify the ways that money can impact of people's feelings and emotions • Know that people's spending decisions can affect others & the environment e.g. Fairtrade, single-use plastics • Know about the risks associated with money & ways of keeping money safe 		<ul style="list-style-type: none"> • Recognise that people make spending decisions based on priorities, needs & wants • Know about the risks involved in gambling

	<p style="text-align: center;">Aspirations, work and careers</p>	<ul style="list-style-type: none"> • Talks about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> • Know about the difference between needs and wants • Know that everyone has different strengths 	<ul style="list-style-type: none"> • Know a wide range of jobs that people they know and in the community do • Know about the strengths and interest someone might need to do different jobs 		<ul style="list-style-type: none"> • Know that some jobs are paid more than others & money is one factor that may influence a person's job/career choice 	<ul style="list-style-type: none"> • Know that some jobs are paid more than others & money is one factor that may influence a person's job/career choice • Know about some of the skills that will help them in future careers • Identify the kind of job they might like to do when they are older 	<ul style="list-style-type: none"> • Recognise a variety of routes into careers
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