

* Updated November 2022

Skills and Progression Map

Personal, Social and Health Education (PSHE)

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'



Nebula Spirituality Statement



PSHE	
Overarching Concepts Developed	
1.	Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these: understanding and maintaining boundaries around their personal privacy, including online)
2.	Relationships (including different types and in different settings, including online)
3.	A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4.	Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5.	Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6.	Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7.	Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8.	Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9.	Career (including enterprise, employability and economic understanding)

PSHE	
Essential Skills and Attributes Developed	
Personal Effectiveness	Interpersonal and Social Effectiveness
<ol style="list-style-type: none"> 1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right for their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds
Managing Risk and Decision-Making (integral to all of the above)	
<ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 	

6. Making decisions		
PSHE		
Core Themes		
Health and Wellbeing	Relationships	Living in the Wider World (Economic Wellbeing and Being a Responsible Citizen)
<ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle 2. How to maintain physical, mental and emotional health and wellbeing 3. How to manage risk to physical and emotional health and wellbeing 4. Ways of keeping physically and emotionally safe 5. About managing change, including puberty, transition and loss 6. How to make informed choices about health and wellbeing and to recognise sources of help with this 7. How to respond in an emergency 8. To identify different influences on health and wellbeing 	<ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. How to recognise and manage emotions within a range of relationships 3. How to recognise risky or negative relationships including all forms of bullying and abuse 4. How to respond to risky or negative relationships and ask for help 5. How to respect equality and diversity in relationships 	<ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions 2. About rights and responsibilities of families, other groups and ultimately as citizens 3. About different groups and communities 4. To respect diversity and equality and how to be a productive member of a diverse community 5. About the importance of respecting and protecting the environment 6. About where money comes from, keeping it safe and the importance of managing it effectively 7. The part that money plays in people's lives 8. A basic understanding of enterprise

PSHE	
Learning Objectives	
EYFS	
Health and Wellbeing	<ul style="list-style-type: none"> • Manage their own needs (Personal hygiene, toothbrushing). • Know and talk about the different factors that support their overall health and wellbeing -regular physical. • See themselves as a valuable individual- Families, interests, culture, likes and dislikes. • Identify and moderate their own feelings socially and emotionally- staying calm in the face of frustration, taking turns, wait politely, tidy up after themselves. • Know and talk about the different factors that support their overall health and wellbeing- <i>being a safe pedestrian</i>. • Show resilience and perseverance in the face of challenge - develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. • Know and talk about the different factors that support their overall health and wellbeing -healthy eating. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Relationships	<ul style="list-style-type: none"> • Begin to follow the rules and routines. • Build constructive and respectful relationships- sharing and cooperating with friends and other peers. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

<p>Living in the Wider World</p>	<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several actions or ideas. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour. • Explain the reasons for rules, know right from wrong and try to behave accordingly. <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
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PSHE						
Learning objectives KS1 and KS2 (key vocab in red)						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	Understand what positively and negatively affects their physical, mental and emotional health. Understand how to make informed choices (including recognising that choices have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Understand what positively and negatively affects their physical, mental and emotional health. Understand how to make informed choices (including recognising that choices have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Understand what positively and negatively affects their physical, mental and emotional health. Understand how to make informed choices (including recognising that choices have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Understand what positively and negatively affects their physical, mental and emotional health. Understand how to make informed choices (including recognising that choices have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
	health, wellbeing, healthy eating, physical activity, sleep, dental health	health, wellbeing, healthy eating, physical activity, sleep, dental health	balanced lifestyles, choices, health, wellbeing	balanced lifestyles, choices, health, wellbeing	balanced lifestyles, choices, health, wellbeing	balanced lifestyles, choices, health, wellbeing
			Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.	Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.	Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.	Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.
			balanced diet, choices, food, influences	balanced diet, choices, food, influences	balanced diet, choices, food, influences	balanced diet, choices, food, influences
	Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
	health, likes, dislikes, choices	health, likes, dislikes, choices	media, images, reality/fantasy, true/false	media, images, reality/fantasy, true/false	media, images, reality/fantasy, true/false	media, images, reality/fantasy, true/false
	Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.	Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.	Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.	Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
	achievements, strengths, goals, target-setting	achievements, strengths, goals, target-setting	achievements, aspirations, goals, strengths, target-setting	achievements, aspirations, goals, strengths, target-setting	achievements, aspirations, goals, strengths, target-setting	achievements, aspirations, goals, strengths, target-setting
	About comfortable and uncomfortable feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.	About comfortable and uncomfortable feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.	Deepen their understanding of comfortable and uncomfortable feelings, extend their vocabulary to enable them to explain both the range and their intensity of their feelings to others. Recognise that they may	Deepen their understanding of comfortable and uncomfortable feelings, extend their vocabulary to enable them to explain both the range and their intensity of their feelings to others. Recognise that they may	Deepen their understanding of comfortable and uncomfortable feelings, extend their vocabulary to enable them to explain both the range and their intensity of their feelings to others. Recognise that they may	Deepen their understanding of comfortable and uncomfortable feelings, extend their vocabulary to enable them to explain both the range and their intensity of their feelings to others. Recognise that they may

			experience conflicting emotions and when they might need to listen to, or overcome these.	experience conflicting emotions and when they might need to listen to, or overcome these.	experience conflicting emotions and when they might need to listen to, or overcome these.	experience conflicting emotions and when they might need to listen to, or overcome these.
	feelings, managing feelings	feelings, managing feelings	conflicting emotions, feelings, managing feelings	conflicting emotions, feelings, managing feelings	conflicting emotions, feelings, managing feelings	conflicting emotions, feelings, managing feelings
Understand change and loss and the associated feelings (including moving home, losing toys, pets or friends) .	Understand change and loss and the associated feelings (including moving home, losing toys, pets or friends) .	Understand change and loss and the associated feelings (including moving home, losing toys, pets or friends) .	About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.	About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.	About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.	About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.
change, loss	change, loss	change, loss	change, transitions, loss, separation, divorce, bereavement	change, transitions, loss, separation, divorce, bereavement	change, transitions, loss, separation, divorce, bereavement	change, transitions, loss, separation, divorce, bereavement
About the importance of and how to maintain personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to prevent diseases spreading	About the importance of and how to maintain personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to prevent diseases spreading	About the importance of and how to maintain personal hygiene. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to prevent diseases spreading	Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.	Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.	Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.	Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.
hygiene, cleanliness, germs	hygiene, cleanliness, germs	hygiene, cleanliness, germs	bacteria, viruses, hygiene routines	bacteria, viruses, hygiene routines	bacteria, viruses, hygiene routines	bacteria, viruses, hygiene routines
About the process of growing from young to old and how people's needs change. About growing and changing and now opportunities and responsibilities that increasing independence may bring.	About the process of growing from young to old and how people's needs change. About growing and changing and now opportunities and responsibilities that increasing independence may bring.	About the process of growing from young to old and how people's needs change. About growing and changing and now opportunities and responsibilities that increasing independence may bring.	Understand how their body will, and their emotions may, change as they approach and move through puberty.	Understand how their body will, and their emotions may, change as they approach and move through puberty.	Understand how their body will, and their emotions may, change as they approach and move through puberty.	Understand how their body will, and their emotions may, change as they approach and move through puberty.
growing, changing, young to old, independence	growing, changing, young to old, independence	growing, changing, young to old, independence	puberty, physical and emotional changes	puberty, physical and emotional changes	puberty, physical and emotional changes	puberty, physical and emotional changes
Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.	Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.	Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.			About human reproduction.	About human reproduction.
correct terminology, body parts, external genitalia	correct terminology, body parts, external genitalia	correct terminology, body parts, external genitalia			human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers	human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers
That household products, including medicines, can be harmful if not used properly.	That household products, including medicines, can be harmful if not used properly.	That household products, including medicines, can be harmful if not used properly.	Differentiate between the terms, 'risk', 'danger' and 'hazard'. Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in the local environment) and use this as an opportunity to build resilience. Recognise how their increasing independence brings increased responsibility to keep themselves and others safe.	Differentiate between the terms, 'risk', 'danger' and 'hazard'. Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in the local environment) and use this as an opportunity to build resilience. Recognise how their increasing independence brings increased responsibility to keep themselves and others safe.	Differentiate between the terms, 'risk', 'danger' and 'hazard'. Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in the local environment) and use this as an opportunity to build resilience. Recognise how their increasing independence brings increased responsibility to keep themselves and others safe.	Differentiate between the terms, 'risk', 'danger' and 'hazard'. Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in the local environment) and use this as an opportunity to build resilience. Recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

medicines, household products, safety, risk	medicines, household products, safety, risk	risk, danger, hazard, responsibility, safety	risk, danger, hazard, responsibility, safety	risk, danger, hazard, responsibility, safety	risk, danger, hazard, responsibility, safety
Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.	Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.	Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety).	Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety).	Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety).	Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety).
safety, road, water, rail, fire, online, rules	safety, road, water, rail, fire, online, rules	emergency aid, help, safety, rules, roads, cycle, rail, water, fire	emergency aid, help, safety, rules, roads, cycle, rail, water, fire	emergency aid, help, safety, rules, roads, cycle, rail, water, fire	emergency aid, help, safety, rules, roads, cycle, rail, water, fire
Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. Understand about the way that pupils can help the people who look after them to more easily protect them. Recognise that they share responsibility for keeping themselves and others safe, when to say 'yes, 'no'. 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. Understand about the way that pupils can help the people who look after them to more easily protect them. Recognise that they share responsibility for keeping themselves and others safe, when to say 'yes, 'no'. 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	Recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. Recognise when they need help and develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	Recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. Recognise when they need help and develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	Recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. Recognise when they need help and develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. Recognise when they need help and develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
asking for help	asking for help	advice, support, asking for help, pressure, managing pressure, influences, media, peer	advice, support, asking for help, pressure, managing pressure, influences, media, peer	advice, support, asking for help, pressure, managing pressure, influences, media, peer	advice, support, asking for help, pressure, managing pressure, influences, media, peer
				About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact, understanding that actions, such as female genital mutilation (FGM) constitute and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact, understanding that actions, such as female genital mutilation (FGM) constitute and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
				FGM, bodies, safety, abuse	FGM, bodies, safety, abuse
What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.	What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy.	Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of	Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of	Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of	Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of

			themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.	themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.	themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.	themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.
	privacy, respecting privacy	privacy, respecting privacy	safety, online, personal information, passwords, images	safety, online, personal information, passwords, images	safety, online, personal information, passwords, images	safety, online, personal information, passwords, images
					The responsible use of mobile phones; safe keeping (looking after it) and safer user habits (time limits, use of passcode, turning it off at night etc).	The responsible use of mobile phones; safe keeping (looking after it) and safer user habits (time limits, use of passcode, turning it off at night etc).
					mobile phones, responsibility, safe use	mobile phones, responsibility, safe use
			What is meant by the term 'habit' and why habits can be hard to change.	What is meant by the term 'habit' and why habits can be hard to change.	What is meant by the term 'habit' and why habits can be hard to change.	What is meant by the term 'habit' and why habits can be hard to change.
			habits	habits	habits	habits
			Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.	Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.	Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.	Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
			drugs, alcohol, tobacco, medicines, caffeine	drugs, alcohol, tobacco, medicines, caffeine	drugs, alcohol, tobacco, medicines, caffeine	drugs, alcohol, tobacco, medicines, caffeine

PSHE						
Learning Objectives KS1 and KS2						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Communicate their feelings to others, to recognise how others show feelings and how to respond. communicating, feelings, empathy	Communicate their feelings to others, to recognise how others show feelings and how to respond. communicating, feelings, empathy	Recognise and respond appropriately to a wider range of feelings in others. feelings, empathy, recognising others' feelings	Recognise and respond appropriately to a wider range of feelings in others. feelings, empathy, recognising others' feelings	Recognise and respond appropriately to a wider range of feelings in others. feelings, empathy, recognising others' feelings	Recognise and respond appropriately to a wider range of feelings in others. feelings, empathy, recognising others' feelings
	Recognise that their behaviour can affect other people. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. behaviour, fair/unfair, right/wrong	Recognise that their behaviour can affect other people. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. behaviour, fair/unfair, right/wrong	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Recognise different types of relationship, including those between acquaintances, friends, relatives and families. That their actions affect themselves and others. friendships, families, couples, positive relationships	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Recognise different types of relationship, including those between acquaintances, friends, relatives and families. That their actions affect themselves and others. friendships, families, couples, positive relationships	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Recognise different types of relationship, including those between acquaintances, friends, relatives and families. That their actions affect themselves and others. friendships, families, couples, positive relationships	Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. Recognise different types of relationship, including those between acquaintances, friends, relatives and families. That their actions affect themselves and others. friendships, families, couples, positive relationships
					Recognise a way in which a relationship can be unhealthy and whom to talk to if they need support. relationships, unhealth, pressure	Recognise a way in which a relationship can be unhealthy and whom to talk to if they need support. relationships, unhealth, pressure
					Understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. Understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	Understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. Understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.
					committed loving relationships, civil partnerships, marriage	committed loving relationships, civil partnerships, marriage
					Understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. Understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. forced marriage	Understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. Understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. forced marriage
	The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

	secrets, surprises, safety	secrets, surprises, safety	confidentiality, secrets, surprises, personal safety	confidentiality, secrets, surprises, personal safety	confidentiality, secrets, surprises, personal safety	confidentiality, secrets, surprises, personal safety
	Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.	Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.	Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.	Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.
	sharing, discussions, views, opinions	sharing, discussions, views, opinions	listening, viewpoints, opinions, respect	listening, viewpoints, opinions, respect	listening, viewpoints, opinions, respect	listening, viewpoints, opinions, respect
	Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Offer constructive support and feedback to others.	Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Offer constructive support and feedback to others.	Work collaboratively towards shared goals. Develop strategies to solve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	Work collaboratively towards shared goals. Develop strategies to solve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	Work collaboratively towards shared goals. Develop strategies to solve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	Work collaboratively towards shared goals. Develop strategies to solve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
	cooperating, resolving arguments	cooperating, resolving arguments	collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise	collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise	collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise	collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise
	Identify and respect the differences and similarities between people.	Identify and respect the differences and similarities between people.	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.
	people, similarities, differences	people, similarities, differences	people, identity, similarities, differences, equality	people, identity, similarities, differences, equality	people, identity, similarities, differences, equality	people, identity, similarities, differences, equality
	Identify their special people (family, friends, and carers), what makes them special and how special people should care for one another.	Identify their special people (family, friends, and carers), what makes them special and how special people should care for one another.	Recognise and challenge stereotypes.	Recognise and challenge stereotypes.	Recognise and challenge stereotypes. Understand the difference between, and the terms associated with sex, gender identity and sexual orientation.	Recognise and challenge stereotypes. Understand the difference between, and the terms associated with sex, gender identity and sexual orientation.
	special people, caring	special people, caring	stereotypes	stereotypes	stereotypes	stereotypes
	Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	Judge what kind of physical contact is acceptable or unacceptable and how to respond.	Judge what kind of physical contact is acceptable or unacceptable and how to respond.	Judge what kind of physical contact is acceptable or unacceptable and how to respond.	Judge what kind of physical contact is acceptable or unacceptable and how to respond.
	physical contact, touch, acceptable, unacceptable	physical contact, touch, acceptable, unacceptable	physical contact, touch, acceptable, unacceptable	physical contact, touch, acceptable, unacceptable	physical contact, touch, acceptable, unacceptable	physical contact, touch, acceptable, unacceptable
	That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	Recognise and manage 'dares'. Understand personal boundaries; identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	Recognise and manage 'dares'. Understand personal boundaries; identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	Recognise and manage 'dares'. Understand personal boundaries; identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	Recognise and manage 'dares'. Understand personal boundaries; identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
	feelings, bodies, hurt, comfortable, teasing, bullying	feelings, bodies, hurt, comfortable, teasing, bullying	dares, challenges, privacy, sharing, personal boundaries	dares, challenges, privacy, sharing, personal boundaries	dares, challenges, privacy, sharing, personal boundaries	dares, challenges, privacy, sharing, personal boundaries
	That there are different types of teasing and bullying, that these are wrong and unacceptable. Develop strategies to resist teasing or bullying, if they experience or witness it, and to whom to go to and how to get help.	That there are different types of teasing and bullying, that these are wrong and unacceptable. Develop strategies to resist teasing or bullying, if they experience or witness it, and to whom to go to and how to get help.	Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).	Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).	Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).	Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
	teasing, bullying	teasing, bullying	bullying, discrimination, aggressive behaviour	bullying, discrimination, aggressive behaviour	bullying, discrimination, aggressive behaviour	bullying, discrimination, aggressive behaviour

PSHE						
Learning Objectives KS1 and KS2						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the Wider World	How they can contribute to the life of the classroom and school. Help construct, and agree to follow, group and class rules and to understand how these rules help them.	How they can contribute to the life of the classroom and school. Help construct, and agree to follow, group and class rules and to understand how these rules help them.	Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. Why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.	Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. Why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.	Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. Why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.	Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. Why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.
	classroom rules	classroom rules	discussion, debate, topical issues, problems, events, rules, laws, making and changing rules	discussion, debate, topical issues, problems, events, rules, laws, making and changing rules	discussion, debate, topical issues, problems, events, rules, laws, making and changing rules	discussion, debate, topical issues, problems, events, rules, laws, making and changing rules
	Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).	Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).	Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.	Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.	Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.	Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.
	rights, responsibilities, needs	rights, responsibilities, needs	human rights, children's rights	human rights, children's rights	human rights, children's rights	human rights, children's rights
					Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).	Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).
					practises against human rights, FGM	practises against human rights, FGM
	That they belong to various groups and communities such as family and school.	That they belong to various groups and communities such as family and school.	That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.	That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.
	groups, communities, roles	groups, communities, roles	rights, duties, home, school, environment	rights, duties, home, school, environment	rights, duties, home, school, environment	rights, duties, home, school, environment
	What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk.	Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk.	Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk.	Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk.
	enviornment	enviornment	anti-social behaviour, aggression, bullying, discrimination	anti-social behaviour, aggression, bullying, discrimination	anti-social behaviour, aggression, bullying, discrimination	anti-social behaviour, aggression, bullying, discrimination
	That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. The role money plays in their lives, including how to keep it safe, choices about spending or saving money and what influences those choices.	That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. The role money plays in their lives, including how to keep it safe, choices about spending or saving money and what influences those choices.	About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).	About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).	About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).	About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).

	money, spending, saving, safety	money, spending, saving, safety	money, spending, saving, budgeting, interest, loan, tax, debt	money, spending, saving, budgeting, interest, loan, tax, debt	money, spending, saving, budgeting, interest, loan, tax, debt	money, spending, saving, budgeting, interest, loan, tax, debt
			Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
			resources, sustainability, economics, choices, environment	resources, sustainability, economics, choices, environment	resources, sustainability, economics, choices, environment	resources, sustainability, economics, choices, environment
			What is meant by enterprise and begin to develop enterprise skills.	What is meant by enterprise and begin to develop enterprise skills.	What is meant by enterprise and begin to develop enterprise skills.	What is meant by enterprise and begin to develop enterprise skills.
			enterprise, enterprise skills, entrepreneurs	enterprise, enterprise skills, entrepreneurs	enterprise, enterprise skills, entrepreneurs	enterprise, enterprise skills, entrepreneurs
	Ways in which they are all unique; understand that there has never been and will never be another 'them'.	Ways in which they are all unique; understand that there has never been and will never be another 'them'.	Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
	everybody, individual, unique, special	everybody, individual, unique, special	resolving difference, points of view, decisions, choices	resolving difference, points of view, decisions, choices	resolving difference, points of view, decisions, choices	resolving difference, points of view, decisions, choices
	The ways in which we are all the same as all other people; what we have in common with everyone else.	The ways in which we are all the same as all other people; what we have in common with everyone else.	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Consider the lives of people living in other places, and people with different values and customs.	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Consider the lives of people living in other places, and people with different values and customs.	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Think about the lives of people living in other places, and people with different values and customs.	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Think about the lives of people living in other places, and people with different values and customs.
	people, similarities, commonalities	people, similarities, commonalities	people, difference, diversity, identity, UK	people, difference, diversity, identity, UK	people, difference, diversity, identity, UK	people, difference, diversity, identity, UK
	The 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	The 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	What being part of a community means, and about the varied institutions that support communities locally and nationally. Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	What being part of a community means, and about the varied institutions that support communities locally and nationally. Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	What being part of a community means, and about the varied institutions that support communities locally and nationally. Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	What being part of a community means, and about the varied institutions that support communities locally and nationally. Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
	community, special people, help, emergencies	community, special people, help, emergencies	communities, volunteers, pressure groups, health, wellbeing	communities, volunteers, pressure groups, health, wellbeing	communities, volunteers, pressure groups, health, wellbeing	communities, volunteers, pressure groups, health, wellbeing
			Explore and critique how the media present information. Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or misled; the importance of being careful what you forward to others.	Explore and critique how the media present information. Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or misled; the importance of being careful what you forward to others.	Explore and critique how the media present information. Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or misled; the importance of being careful what you forward to others.	Explore and critique how the media present information. Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or misled; the importance of being careful what you forward to others.
			media, social media, information, forwarding	media, social media, information, forwarding	media, social media, information, forwarding	media, social media, information, forwarding

Suggested Assessment Activities	
Baseline assessment activity	End point activity to demonstrate progress
Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques	Repeat role-play showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
'Graffiti wall'/'working wall'	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/'washing line'	Repeat the activity asking pupils to discuss whether, and if so how far, they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.
Greater Depth	
<ul style="list-style-type: none"> • Presentations • Producing resources and materials to teach younger pupils • Leading a discussion or other learning activity with younger pupils • Producing a blog or podcast • Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week 	

SEN

Provision for Pupils with SEN

Here are some recommendations for ways in which the PSHE curriculum can be adapted to meet the needs of children with SEN.

- Children draw out their answers or explanations.
- Children are given a Success Book to record their successes and achievements to help boost self-esteem.
- Behaviour plans are created to help individual children understand and regulate their behaviour.
- One Page Profiles are created to identify strengths and likes of children and how to best support them.
- Social Stories are used to help explain social situations to children and help them learn ways of behaving in these situations.
- Feeling faces/fans can be used to help children express their feelings.
- Worry monsters/boxes can be used to help children discuss and reduce worries.
- Calm corners in classrooms can provide children with a place to practice strategies to manage their feelings.
- A range of books about feelings can be shared in groups or 1-1 with children to help teach them about feelings.

