

Curriculum Skills and Progression

PSHE



Nebula
where stars are born



The Nebula Federation
Harnser Primary School

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 if 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 understating of enterprise

PSHE						
Learning objectives						
	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'.
			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.
	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.
	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.
	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 experience conflicting emotions and when they might need to listen to, or overcome these.	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.	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.	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.
	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.
	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	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	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.

simple skills to prevent diseases spreading	simple skills to prevent diseases spreading				
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.
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.
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.
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).
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	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	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	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.	they think is wrong.	they think is wrong.	they think is wrong.
				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.
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 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.	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.	Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of 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.	Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of 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.
				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).
		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.
		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.

Learning Objectives							
	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.	Communicate their feelings to others, to recognise how others show feelings and how to respond.	Recognise and respond appropriately to a wider range of feelings in others.	Recognise and respond appropriately to a wider range of feelings in others.	Recognise and respond appropriately to a wider range of feelings in others.	Recognise and respond appropriately to a wider range of feelings in others.	
	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.	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.	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.	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.	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.	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.	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.
					Recognise a way in which a relationship can be unhealthy and whom to talk to if they need support.	Recognise a way in which a relationship can be unhealthy and whom to talk to if they need support.	
					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 one another 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 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.	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.	
	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'.	
	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.	
	Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Offer	Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Offer	Work collaboratively towards shared goals. Develop strategies to solve disputes and conflicts through negotiation and appropriate	Work collaboratively towards shared goals. Develop strategies to solve disputes and conflicts through negotiation and appropriate	Work collaboratively towards shared goals. Develop strategies to solve disputes and conflicts through negotiation and appropriate	Work collaboratively towards shared goals. Develop strategies to solve disputes and conflicts through negotiation and appropriate	

Hainford PSHE Curriculum Skills and Progression Map



constructive support and feedback to others.	constructive support and feedback to others.	compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	compromise and to give rich and constructive feedback and support to benefit others as well as themselves.	compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
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.
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.
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.
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.
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).

Learning Objectives						
	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.
	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.
					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).
	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.
	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.
	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).
			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.
			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.
	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.
	The ways in which we are all the same as all other people; what we	The ways in which we are all the same as all other people; what we	Appreciate the range of national, regional, religious and ethnic	Appreciate the range of national, regional, religious and ethnic	Appreciate the range of national, regional, religious and ethnic	Appreciate the range of national, regional, religious and ethnic

Hainford PSHE Curriculum Skills and Progression Map



	have in common with everyone else.	have in common with everyone else.	identities in the United Kingdom. Consider the lives of people living in other places, and people with different values and customs.	identities in the United Kingdom. Consider the lives of people living in other places, and people with different values and customs.	identities in the United Kingdom. Think about the lives of people living in other places, and people with different values and customs.	identities in the United Kingdom. Think about the lives of people living in other places, and people with different values and customs.
	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.
			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.