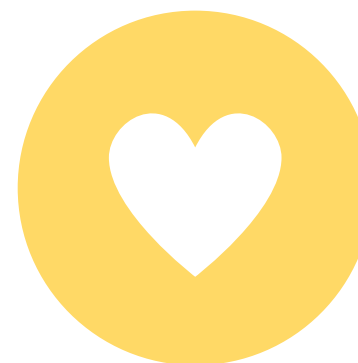


# Skills and Progression Map

## 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



### Core Skills and Concepts

By creating a spiral curriculum, we ensure that all of these core skills (numbered below) and **core concepts** are covered throughout each school year. They are developed and built upon as they move up into each year group.

Some of these PSHE core skills and concepts are covered in other areas of the curriculum, especially in Science, Physical Education, DT (Food and Nutrition), Computing and, of course, RSE. They are also developed through completing the Bikeability cycling course (in KS2) and the CC1 Norfolk first aid and emergency response programme (in Year 5). This is further enhanced by visits from the Norfolk Constabulary and the Norfolk Fire and Rescue Service to give talks about keeping safe and the services they provide. This helps the children see how their learning is built upon and how they can apply their skills to the wider curriculum, as well as their experiences outside of education.

Autumn	Spring	Summer
<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
<ol style="list-style-type: none"> <li>1. Understand what is meant by a <b>healthy lifestyle</b></li> <li>2. Maintain <b>mental and emotional</b> health and wellbeing</li> <li>3. Manage <b>risks</b> to physical health and wellbeing</li> <li>4. Identify ways of keeping physically and emotionally <b>safe</b></li> <li>5. Develop strategies for managing <b>change</b>, transition and loss</li> <li>6. Recognise <b>sources of help</b> and make informed choices</li> <li>7. Know how to respond in an <b>emergency</b></li> <li>8. Identify different <b>influences</b> on health and wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop and maintain a variety of healthy <b>relationships</b>, within a range of social/cultural contexts</li> <li>2. Recognise and manage <b>emotions</b> within a range of relationships</li> <li>3. Recognise risky or negative relationships including all forms of <b>bullying and abuse</b></li> <li>4. Respond to risky or negative <b>relationships</b> and ask for help</li> <li>5. Respect <b>equality</b> and <b>diversity</b> in relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a <b>respect</b> for self and others and the importance of responsible behaviours and actions</li> <li>2. Identify their <b>rights and responsibilities</b> as children, <b>citizens</b> and as members of families and other groups</li> <li>3. Know about different groups and <b>communities</b></li> <li>4. Respect <b>diversity</b> and equality and know how to be a productive member of a diverse community</li> <li>5. Understand the importance of respecting and protecting <b>the environment</b></li> <li>6. Identify where <b>money</b> comes from, how to keep safe and the importance of managing it effectively</li> <li>7. Understand the role money plays in people’s lives</li> <li>8. Develop a basic understating of <b>enterprise</b></li> </ol>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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### Health and Wellbeing

<p><b>1. Understand what is meant by a healthy lifestyle</b></p>	<ul style="list-style-type: none"> <li>• manage their own needs – <b>personal hygiene</b> (toileting, brushing teeth, hand washing)</li> <li>• know and talk about the different factors that support their overall health and wellbeing – <b>healthy eating</b></li> <li>• identify some ways of taking <b>care</b> of themselves on a daily basis, including their <b>dental health</b></li> <li>• list favourite foods and say which ones are <b>healthy</b> and which ones should be eaten in <b>moderation</b></li> <li>• describe how <b>physical activity</b> and <b>sleep</b> helps their bodies to grow and to feel well</li> <li>• recognise how <b>good health</b> depends on physical activity, sleeping, healthy eating, good hygiene</li> <li>• identify some of the <b>benefits</b> of maintaining good hygiene</li> <li>• identify the benefits (short-term and long-term) of <b>being active</b> and <b>sleep</b></li> <li>• recognise what is meant by a <b>'balanced diet'</b></li> <li>• identify some of the <b>consequences</b> if personal hygiene is not maintained</li> <li>• identify some of the consequences of not getting enough sleep or physical activity</li> <li>• explain what is meant by a <b>'balanced lifestyle'</b></li> <li>• identify the <b>benefits</b> of a balanced lifestyle and diet on physical, mental and emotional wellbeing</li> <li>• explain what a <b>habit</b> is and identify which habits help us and which do not</li> <li>• describe the potential short and long-term <b>consequences</b> that people's <b>choices</b> can have on their health</li> <li>• identify healthy and unhealthy habits and suggest strategies for developing <b>helpful habits</b></li> <li>• give reasons why habits can be hard to <b>change</b> and explain that whilst difficult, habits can be changed or stopped</li> <li>• analyse some of the reasons a person may <b>struggle to maintain</b> a healthy lifestyle</li> <li>• analyse some of the reasons a person may develop an <b>unhealthy habit</b> and suggest ways they can break the habit or seek help (including drugs, smoking and alcohol)</li> </ul>
<p><b>2. Maintain mental health and emotional wellbeing</b></p>	<ul style="list-style-type: none"> <li>• know and talk about the different factors that support their overall <b>health and wellbeing</b> – regular physical exercise</li> <li>• Set and work towards simple <b>goals</b>, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• identify what they are good at and celebrate their <b>achievements</b></li> <li>• identify what they need help with and set simple <b>targets</b></li> <li>• name <b>feelings</b> they have had, both good and not so good and demonstrate how our <b>faces express</b> these feelings to others</li> <li>• describe what they are good at and celebrate their achievements</li> <li>• identify what they need help, recognise <b>mistakes</b> as a part of learning and set themselves challenging but <b>realistic goals</b></li> <li>• name a range of different <b>feelings</b> (good and not so good) and where these are <b>felt in the body</b></li> <li>• describe what they are proud of and reflect on their <b>achievements</b> and how they achieved them</li> <li>• identify <b>aspirations</b> for the end of term/school year and explain why they chose them</li> <li>• describe a range of different <b>feelings</b> (good and not so good) and use a <b>scale of intensity</b> to help describe different feelings</li> <li>• recognise their <b>worth</b> by identifying positive things about themselves that they are proud of and identify and celebrate <b>personal strengths</b></li> <li>• identify <b>aspirations</b> for the end of term/school year and <b>actions</b> that will help them achieve their goals</li> <li>• describe a range of different feelings (good and not so good) and identify when a person might experience a <b>mixture of emotions</b></li> <li>• demonstrate <b>self-worth</b> and identify realistic aspirations for the end of primary school, including the steps they will take to achieve them</li> <li>• identify what is meant by mental and emotional health and wellbeing and identify what can <b>positively and negatively affect</b> it</li> <li>• describe a range and the intensity of feelings and identify when <b>conflicting emotions</b> and thoughts often occur (feeling 'torn')</li> <li>• describe a realistic <b>self-image</b> and identify aspirations for <b>high school and the future</b> and the steps they will take to achieve them</li> <li>• identify ways they will <b>maintain</b> their mental and emotional health and wellbeing</li> <li>• recognise that sometimes feelings need to be <b>overcome</b> and describe positive strategies for <b>managing feelings</b></li> </ul>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**Health and Wellbeing**

**3. Manage risks to physical health**

- identify how **infections** (such as coughs and colds) can be spread
- describe simple steps that they can take to prevent **germs** being passed on
- explain how they can help to stop the spread of germs by keeping good personal **hygiene**
- recognise how some **diseases** can be controlled through **vaccination** and **medication**
- explain what **bacteria** and **viruses** are and that they can sometimes cause **illnesses**
- explain how bacteria and viruses can be passed on from one person to another
- recognise their **responsibility** for maintaining good **hygiene** for stopping the spread of germs
- explain what **bacteria** and **viruses** are and how they can affect health
- explain how people can help **prevent** the spread of bacteria and viruses
- recognise the shared **responsibility** for maintaining a **clean environment**
- explain how people can **protect** themselves and others from passing on bacteria and viruses
- describe the **shared responsibility** for preventing the spread of infection, including through **vaccination** and **medication**

**4. Identify ways of keeping physically and emotionally safe**

- **know and talk about the different factors that support their overall health and wellbeing- being a safe pedestrian**
  - identify ways of staying safe when **crossing the road**
  - describe things they do in **school** and at **home** to keep themselves and others safe
  - describe ways of keeping safe around **household products** (including medicines)
  - identify different **rules** they follow to keep themselves and others safe at home and at school
  - understand the **rules** for keeping safe when crossing the road (**Green Cross Code**) and when near water (**water safety**)
  - identify potential unsafe situations and steps they can take to avoid them
  - identify **risks, dangers** and **hazards** in familiar environments (home, school, water, roads)
  - identify health and safety rules and procedures at school and **consequences** if rules are not followed (including **fire safety**)
  - describe ways they and others can keep safe on the road as drivers and pedestrians (**road safety**)
  - identify **risks, dangers** and **hazards** in different situations and environments (including **rail safety**)
  - describe steps that can be taken to reduce the risk or avoid danger and predict possible **consequences**
  - understand and describe the **rules** that exist in different environments (**beach flags, road signs** and **crossings**)
  - recognise their **responsibility** for their safety and others increases as they get older and become more **independent**
  - understand that **laws** are in place to keep them and others safe and the age of criminal **responsibility** in England and Wales is 10 years old
  - explain how increased freedom as they get older means potentially having more risks to negotiate (**road, rail, water** and **online**)
  - identify **responsible choices** they could make when they independently make journeys
- Online Safety – see the Computing Skills and Progression document
- Bikeability – cycling course (Stage 1 and 2 completed in KS2) \*

\* see appendix for learning outcomes

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**Health and Wellbeing**

**5. Develop strategies for managing change, transition and loss**

- 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
- 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
- give examples of times when people experience **change** (e.g. new baby brother or sister, moving to a new class)
- explain how it feels to **lose** something special (such as special toy or gift) and how this can make someone behave
- describe what they can do to be **kind to others** who may be feeling nervous or unhappy about a change or loss
- identify different kinds of **change** that they or others have experienced and how this made them feel
- identify some ways they can **comfort** others
- identify ways they are more **independent** now from when they were younger and describe additional **responsibilities** they have now (in class, school and at home)
- identify when someone might experience feelings of **loss**
- identify ways to **manage** their own feelings associated with change and loss
- recognising that change is a natural part of life and **predict** changes they may experience in the future
- describe the feelings that might be associated with **change and loss** and how this might affect the way someone behaves
- explain what people can do to help **manage** the changes they might experience and how to manage feelings to help themselves feel better
- describe times that involve **transition**
- identify a range of mixed and **conflicting** emotions someone might feel about change and suggest how they could manage them
- recognise what **grief** is and identify the importance of treasuring and sharing **memories**
- explain the process of **grieving**, how it may be expressed and how people can **cope** with this feelings
- explain why some **transitions** and **changes** might include feelings of **loss**
- identify practical strategies that can help people manage times of **change** and **transition** (e.g. prepare and practise)

**6. Know sources of help and make informed choices**

- know who can **help** them in their **home, school and community**
- identify **worries** and **issues** they might need to share with a trusted adult
- name **trusted adults and friends** they can go to for advice or to share a worry with at school
- identify **who** they could ask for help if they feel unsafe, unsure or worried
- suggest different things they could do if they feel worried for their **own or others safety / health**
- identify people and services in the **community** who help us
- know the difference between **strangers** and familiar adults, and identify safe strangers who could help them
- explain why it is **important** to tell people when they feel worried for their **own or others safety / health**
- know the **Childline** phone number and the services they provide (0800 1111)
- identify the **impact** asking for help or sharing their concerns can have on their physical, emotional and mental health and wellbeing
- name some **websites** that provide advice and services that can help them (Childline, Young Minds, Think U Know, Newsround, Health for Kids, The Children's Society)
- identify some of the possible **consequences** not asking for help can have on their physical, emotional and mental health and wellbeing
- identify **who/where** is best to go to for help for **different scenarios**
- identify a **range** of people, services and agencies they could go to for help, knowing **when and how** to access them

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**Health and Wellbeing**

<p><b>7. Know how to respond in an emergency</b></p>	<ul style="list-style-type: none"> <li>• know who can <b>help</b> them in their <b>home, school</b> and <b>community</b></li> <li>• know about the three main <b>emergency services</b> and how they help us</li> <li>• explain what an <b>emergency</b> is (and a <b>non-emergency</b>)</li> <li>• explain where and how to <b>get help</b> if they feel a situation is unsafe</li> <li>• give examples of emergencies and <b>non-emergencies</b></li> <li>• explain what is <b>helpful and unhelpful</b> in emergency situations</li> <li>• know the number to call for the emergency services (<b>999</b>)</li> <li>• recognise the importance of following basic <b>emergency procedures</b> calmly and efficiently</li> <li>• explain or demonstrate how to handle an emergency, including how to phone 999 and give accurate and <b>helpful information</b></li> <li>• describe different <b>feelings</b> and <b>reactions</b> people may have in an emergency situation</li> <li>• describe helpful language and strategies to use to help self and others maintain <b>calm</b></li> </ul> <p>CC1 Norfolk – first aid and emergency response Course (completed in Year 5) *</p>
<p><b>8. Identify different influences on health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>• recognise what a <b>choice</b> is and identify some choices they can make to help improve how they feel</li> <li>• recognise choices have <b>consequences</b>, and that these may be good or not so good</li> <li>• identify <b>positive choices</b> they can make about their health and wellbeing</li> <li>• describe when their <b>feelings</b> affect their <b>behaviour</b> and choices (positively and negatively)</li> <li>• describe choices that have <b>positive</b> consequences on health and those which may have more <b>negative effect</b></li> <li>• recognise that <b>pressure</b> can come from within themselves</li> <li>• recognise that <b>negative pressure</b> can conform others, and is when someone feels pressured to do something that feels wrong (e.g. dares)</li> <li>• recognise feelings that suggest there is <b>negative pressure</b> - something may feel wrong, uncomfortable, unhealthy or dangerous</li> <li>• recognise that pressure to do something can come from within themselves and wanting <b>approval</b> from others</li> <li>• identify when they should try to <b>resist pressure</b></li> <li>• identify different people and things that <b>influence</b> their behaviour and choices</li> <li>• identify when they have felt pressure for <b>approval</b> from others and how it made them feel</li> <li>• identify some of the <b>consequences</b> of negative pressure</li> <li>• identify when pressure from the <b>media</b> has had a positive or negative <b>influence</b> on them</li> <li>• identify when they may feel a pressure from the 'inside' to <b>copy</b> their peers to gain <b>acceptance</b></li> <li>• describe different ways to <b>resist pressure</b></li> </ul>

\* see appendix for learning outcomes

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Relationships	
1. Develop and maintain a variety of healthy <b>relationships</b> , within a range of social and cultural contexts	<ul style="list-style-type: none"> <li>• build constructive and respectful relationships – <b>sharing</b> and co-operating with <b>friends</b> and other peers</li> <li>• describe what it feels like to be listened to/not listened to and show how to <b>listen</b> to other people</li> <li>• suggest things we can do to help get on with other people in class and on the playground and demonstrate how to <b>play co-operatively</b> with others</li> <li>• give examples of, or demonstrate, how to work and play <b>co-operatively</b> and give reasons why it is important work and play well together</li> <li>• describe or demonstrate <b>strategies</b> they can use to resolve simple arguments or <b>disagreements</b></li> <li>• explain what they mean by their '<b>special people</b>' and why special people are important in their lives</li> <li>• identify the types of <b>relationship</b> they have with those who are important to them (eg: family, friends, neighbours etc) and people they care for and <b>value</b> each other</li> <li>• describe how people can make friends with others and identify what makes a <b>friendship</b> good and how they know</li> <li>• identify different types of <b>relationships</b> they have and know about</li> <li>• explain what makes friends and other people they care about (family or '<b>special people</b>') important to them and describe the qualities of a good <b>friendship</b></li> <li>• describe different kinds of <b>friendships</b> and <b>families</b>, what makes them <b>special/unique</b> and how the people involved show they value each other</li> <li>• identify the essential constituents of a <b>positive, healthy relationship</b> (in an <b>emotional</b> and <b>physical</b> sense)</li> <li>• describe different kinds of <b>loving relationships</b> and the qualities that enable these relationships to flourish</li> <li>• explain the <b>expectations</b> and <b>responsibilities</b> of being in a loving relationship</li> <li>• explain how relationships can <b>change</b> (as we grow up or as circumstances change) and why sometimes relationships may <b>end</b></li> </ul>
2. Recognise and manage <b>emotions</b> within a range of relationships	<ul style="list-style-type: none"> <li>• express their <b>feelings</b> and consider the feelings of others</li> <li>• think about the perspectives of others</li> <li>• explain what is meant by right and wrong (in terms of their own behaviour – including <b>fair</b> or <b>unfair</b>)</li> <li>• recognise how someone's <b>behaviour</b> can affect others in different situations, at home or at school</li> <li>• describe some different ways that people show and <b>express their feelings</b></li> <li>• give examples of <b>helpful/not helpful</b> ways to communicate feelings</li> <li>• describe how <b>different feelings</b> can make people behave</li> <li>• give examples of how to recognise feelings in others and describe how feelings can <b>affect</b> thoughts and <b>behaviour</b></li> <li>• give examples of ways we can <b>respond</b> positively to others' feelings</li> <li>• describe ways of recognising a range of feelings in others (and ourselves) and explain the <b>benefits</b> (to self and others) of recognising/<b>responding appropriately</b></li> </ul>
3. Recognise risky or negative relationships including all forms of <b>bullying and abuse</b>	<ul style="list-style-type: none"> <li>• describe what <b>fair and unfair</b> / right and wrong means to them</li> <li>• recognise when behaviour is <b>not ok</b> and identify what they can do in such situations and afterwards, including identifying when and who to tell</li> <li>• identify how someone's behaviour can <b>affect other people</b></li> <li>• explain what a '<b>dare</b>' is and suggest '<b>dares</b>' that are ok and explain when '<b>dares</b>' may not be ok</li> <li>• describe what changes when '<b>joking</b>' or '<b>playful teasing</b>' becomes hurtful to another</li> <li>• give a definition of '<b>bullying</b>' and how it can make someone feel</li> <li>• give a simple definition of what is meant by '<b>stereotype</b>', recognise <b>gender stereotypes</b> and recognise why stereotyping can lead to problems</li> <li>• explain how to recognise a '<b>dare</b>' that is not ok</li> <li>• differentiate between playful <b>teasing</b>, <b>hurtful behaviour</b> and <b>bullying</b></li> <li>• recognise what is meant by <b>discrimination</b> and some types of discrimination that exist</li> <li>• explain what is meant by <b>stereotyping</b> and give some examples (such as <b>ethnic stereotyping</b>) while considering why it is important for stereotypes to be <b>challenged</b></li> <li>• explain why daring someone to do something <b>dangerous or harmful</b> is wrong – explain why, if we put someone under <b>pressure</b>, we share the responsibility if something goes wrong</li> <li>• recognise that <b>unhealthy relationships</b> can happen anywhere: in school, at work, at home, amongst family members and friends</li> <li>• recognise the importance of telling if they (or others) feel they are being put under <b>pressure</b> to do something that makes them feel <b>uncomfortable</b> or <b>unsafe</b> within a relationship</li> <li>• describe '<b>dares</b>' that are dangerous to self / others and explain or demonstrate strategies that can be used to <b>manage 'dares'</b></li> <li>• explain the <b>shared responsibility</b> if someone is put under pressure to do something harmful or dangerous and something goes wrong</li> <li>• identify a range of <b>stereotypes and discriminatory behaviour</b> and explain the impact it has on others and suggest ways of breaking down different stereotypes</li> </ul>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Relationships	
4. Respond to risky or negative relationships and ask for help	<ul style="list-style-type: none"> <li>describe feelings when <b>disputes</b> and <b>conflicts</b> occur and identify what can help (and not help) when <b>solving arguments</b> with peers</li> <li>demonstrate <b>negotiating</b> a shared goal or <b>working collaboratively</b></li> <li>identify or demonstrate strategies they have seen or used to help <b>resolve disputes</b> between friends, in class and on the playground</li> <li>give examples of the attributes and skills that are needed for resolving disputes and <b>conflict</b></li> <li>describe or demonstrate strategies that can be used to ensure collaboration is positive and <b>inclusive</b> and suggest ways we can be more inclusive and why we should work towards this</li> </ul>
5. Respect equality and diversity in relationships	<ul style="list-style-type: none"> <li>recognise that they are <b>similar</b> and <b>different</b> to others</li> <li>identify <b>similarities and differences</b> between themselves and others</li> <li>recognise that we all have things in <b>common</b> with other people, even if we think we are very <b>different</b> and that everyone is <b>equal</b></li> <li>describe some of the ways in which they are <b>similar/different</b> to other class members</li> <li>explain that everyone is <b>equal, valued and unique</b></li> <li>take part in a simple <b>debate</b> about topical issues and respect the opinions of others</li> <li>identify some things that contribute to their <b>identity</b>, including communities they belong to</li> <li>describe how we might be <b>different</b> in one way, but <b>similar</b> in others</li> <li>recognise some ways they can express their own <b>viewpoints</b> constructively and how to <b>respond sensitively</b> if they do not agree with what is being said by others</li> <li>explain what contributes to someone's <b>identity</b> and how people are <b>similar/different</b></li> <li>explain why it is important to consider other people's <b>point of view</b></li> <li>recognise that it is important to take other people's <b>feelings into consideration</b> before responding, especially if we don't agree</li> <li>describe the range of different factors that make up a person's <b>identity</b> (including sex, gender identity and sexual orientation)</li> <li>explain why stereotyping can lead to <b>prejudice</b> and how this can be harmful, hurtful or influence a person's aspirations</li> <li>explain what is meant by <b>prejudice and discrimination</b> and the potential consequences of discrimination including how this might make people feel and act</li> <li>understand that everyone is <b>equal</b> no matter their identity (including sex, gender identity and sexual orientation)</li> <li>demonstrate strategies that can be used to <b>challenge</b> viewpoints or raise concerns in a positive and non-threatening manner</li> <li>explain what is meant by <b>prejudice and discrimination</b> and how this can manifest and describe the potential <b>consequences</b> of discrimination</li> <li>explain the importance of taking care over the type and use of <b>language</b> (in relation to discrimination)</li> </ul>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**Living in the Wider World**

<p><b>1. Develop a respect for self and others and the importance of responsible behaviours and actions</b></p>	<ul style="list-style-type: none"> <li>• begin to follow the <b>rules and routines</b></li> <li>• explain who or what they are <b>responsible</b> for in their classroom</li> <li>• explain what '<b>rules</b>' mean and how they help all of us</li> <li>• explain why it is important for them to carry out <b>classroom responsibilities</b> and what happens responsibilities are not carried out</li> <li>• give reasons for why it is a <b>shared responsibility</b> to contribute to the classroom and school life and identify the different contributions that pupils make</li> <li>• explain how class/group rules help them to learn and make the classroom a safe place</li> <li>• give reasons for why <b>rules and laws</b> are made and why they are important and identify what might happen if rules and laws are broken</li> <li>• identify how we show <b>respect</b> for the views and beliefs of others, even when different to our own</li> <li>• give reasons why there are <b>rules and laws</b> and identify some <b>consequences</b> of these being broken</li> <li>• liaise with others to amend or develop a set of rules and give examples of ways in which everyone has a say in making rules / laws</li> <li>• explain how sometimes <b>resolving differences</b> means 'agreeing to disagree'</li> <li>• explain that <b>rules and laws</b> exist to keep us safe and healthy and why different rules are needed in different situations</li> <li>• give example of how rules and laws are made and enforced and explain what is meant by a <b>democracy</b></li> <li>• understand and explain the concept of <b>compromise</b></li> <li>• give examples of <b>rules and laws</b> that protect us and keep us safe and explain how laws can be changed democratically at a national level</li> <li>• explain how the <b>democratic process</b> works in Britain (voting system, political parties, Parliament)</li> <li>• explain how to put differences aside and come to a shared understanding as a way of showing <b>mutual respect</b></li> </ul>
<p><b>2. Identify their rights and responsibilities as children, citizens and as members of families and other groups</b></p>	<ul style="list-style-type: none"> <li>• explain the reasons for <b>rules</b>, know <b>right</b> from <b>wrong</b> and try to behave accordingly</li> <li>• describe some ways of they are <b>looked after</b> and how they look after others</li> <li>• name a range of different <b>jobs</b> that people in the <b>local community</b> do and describe the work they do and how it helps others</li> <li>• identify some of their <b>essential needs</b> and how they are met by others and by themselves</li> <li>• identify people who work in the <b>community</b> and what their <b>roles</b> are</li> <li>• explain that <b>human rights</b> are there to protect everyone and make sure their basic needs are met</li> <li>• describe how some of the <b>Rights of the Child</b> relate to their daily lives and identify the adults that are responsible for upholding them</li> <li>• recognise what is meant by a '<b>basic human right</b>', recognising the relationship between <b>rights</b> and <b>responsibilities</b></li> <li>• explain why they think the <b>Rights of the Child</b> are important and separate</li> <li>• describe the importance of <b>human rights</b> for everybody, especially children, and the <b>shared responsibility</b> for upholding them</li> <li>• evaluate the UN Conventions on the <b>Rights of the Child</b></li> <li>• understand that not all people have their human rights met and suggest ways they could help through charitable work</li> <li>• explain what '<b>human rights</b>' means to them and how they can demonstrate these rights in the classroom, school and wider community</li> </ul>

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**Living in the Wider World**

**3. Know about different groups and communities**

- identify the different **groups** they belong to (e.g. friends, class, year group, faith)
- identify the different **roles** within groups (e.g. friend, pupil, member, leader, teacher)
- identify the range of **groups** they belong to (friends, class, year group, faith) and explain their own and others' **roles** within the groups
- describe how it **feels** to be a member of a group
- give a definition what **'community'** means and give examples of different communities they belong to
- identify people in the community who help and why people may **volunteer** to do things for their community
- identify what is meant by **anti-social behaviour** and identify the impact that anti-social and aggressive behaviour could have in school and in the wider community
- identify the potential **consequences** of anti-social and aggressive behaviour for the people involved
- explain what is meant by **'community'** and recognise that we all belong to different communities
- explain why people may **'volunteer'** or choose to work for / with the community
- explain what is meant by **anti-social behaviour** and describe the effect that anti-social behaviours can have on **emotional** as well as **physical health and wellbeing**
- explain the potential **consequences** to everyone involved if anti-social or aggressive behaviours continue
- explain what being part of a **community** means to them
- identify different **organisations** that support school communities (e.g. governors, local government, national government and their role in helping communities)
- give examples of **voluntary groups** and the kind of work they do
- explain what is meant by **anti-social behaviour** and describe the potential physical, social and emotional **consequences** of anti-social and aggressive behaviours on others
- justify why bullying, hurtful behaviour, including when **prejudice**-based, (e.g. racism, homophobia, and disablist language) is always wrong
- explain what we mean by the terms: **voluntary, community and pressure group** and identify reasons people form or join pressure groups and why they are needed
- evaluate ways in which **pressure groups** gain support to address the **needs** of the community and the environment

**4. Respect diversity and equality and how to be a productive member of a diverse community**

- develop a basic understanding of what it means to be **'unique'**
- explain what it means to be **'unique'** – there is only one of something, and not one thing exactly the same exists anywhere in the world
- recognise they are **unique** – there is no-one exactly like them and identify things they think are unique or special about themselves
- identify common **likes / dislikes** or other similarities between themselves and others
- explain what they share in common with someone else, even if, at first they thought they were only **differences**
- identify that people living in the UK come from **different places** and origins
- recognise that people have moved to the UK from all around the **world** at different times
- identify reasons why people might **move** from one place to another and how they might be feeling
- identify that UK is made of people from different religious and ethnic identities and that this makes the UK a richly **diverse** community
- identify some of the ways people can show **respect** for different **cultures and identities**
- participate in a **celebrating** the range of different identities and cultures in the UK
- explain that UK is a richly **diverse** community and describe the benefits of living in a diverse society
- explain the importance of **mutual respect** for different faiths and beliefs and how we demonstrate this
- give examples of **differences** and **similarities** between their life and the lives of people living in other places
- describe what makes the UK a richly **diverse** community
- recognise the wide range of influences that have shaped the heritage of the UK and recognise the **contributions** that different groups have made to British society
- describe the **benefits** of living in a diverse society

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**Living in the Wider World**

<p><b>5. Understand the importance of respecting and protecting the environment</b></p>	<ul style="list-style-type: none"> <li>• describe what the <b>local environment</b> is like</li> <li>• describe what makes the local environment pleasant / not so pleasant</li> <li>• identify what we can do / not do to help care for the school and home environment</li> <li>• give examples of some of the <b>problems</b> that might occur in the school environments (e.g. litter, damage, neglect)</li> <li>• give examples of different ways that the school environment can be <b>improved</b> (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, playing areas)</li> <li>• explain the <b>shared responsibility</b> we have to take <b>care</b> of our school environments for others</li> <li>• identify who is <b>responsible</b> for taking care of the environment at school, at home and the local area</li> <li>• explain the <b>shared responsibility</b> we have to take <b>care</b> of our local area for ourselves and others</li> <li>• give suggestions of how they can make a difference to <b>local area</b></li> <li>• identify what the earth's <b>resources</b> are used for (electricity, heating, food, paper, fuel etc.) and that there is a <b>limited supply</b> of the earth's resources</li> <li>• describe or demonstrate what can be done in school to help environmental <b>sustainability</b> (e.g. paper recycling, saving water, composting, saving energy)</li> <li>• describe the <b>responsibilities</b> they have for taking care of their home, school, <b>community</b> and the <b>environment</b> and how they can fulfil duties/responsibilities</li> <li>• describe what responsibilities and duties they have in <b>local community</b> and as a <b>global citizen</b></li> <li>• explain that there is a <b>limited</b> supply of <b>resources</b> and how this impacts the <b>decisions</b> individuals, families and communities make</li> <li>• describe how they can use resources more <b>sustainably</b> at home and at school</li> <li>• explain how <b>society</b> (local, national or world-wide) relies on people carrying out their responsibilities and identify how they play their part</li> <li>• explain there are a <b>limited</b> number of <b>resources</b> available and that this leads to <b>decisions</b> about how <b>resources are allocated</b></li> </ul>
<p><b>6. Identify where money comes from, how to keep it safe and the importance of managing it effectively</b></p>	<ul style="list-style-type: none"> <li>• know that we use <b>money to buy things</b></li> <li>• identify how money is obtained (won, <b>borrowed</b>, found, <b>earned</b>, presents)</li> <li>• explain where money can be stored to keep it <b>safe</b></li> <li>• describe different kinds of <b>money</b> (coins and paper) and different ways of paying for things (<b>cheques, cards, online</b>)</li> <li>• explain how people can <b>pay</b> for things in a range of ways</li> <li>• identify situations where someone might want or need to 'save' or '<b>borrow</b>' money</li> <li>• identify different ways people can earn an <b>income</b></li> <li>• identify different ways some can <b>borrow</b> money and why they might need to (e.g. loans, credit cards, mortgage)</li> <li>• identify the differences between <b>credit</b> and <b>debt</b></li> <li>• understand what a <b>salary</b> is and the difference to being <b>self-employed</b></li> <li>• identify that if money is saved in a <b>bank/building society</b> it can earn '<b>interest</b>' but if you borrow money, it is a <b>loan</b></li> <li>• explain the difference between a manageable and an unmanageable <b>debt</b> and how this can affect someone</li> </ul>
<p><b>7. Understand the part that money plays in people's lives</b></p>	<ul style="list-style-type: none"> <li>• understand that things they own were <b>bought</b></li> <li>• identify why someone might want to <b>spend</b> their money</li> <li>• give examples of some of the <b>choices</b> they might make about spending or <b>saving</b> money</li> <li>• identify the <b>decisions</b> people make to help them with <b>budgeting</b> and <b>saving</b> money</li> <li>• recognise why it may not be possible for people to have everything they <b>want</b> straight away, if at all</li> <li>• identify the role <b>finance</b> (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy)</li> <li>• explain that some <b>jobs</b> pay more than others and that this is one factor for people in choosing a <b>career/job</b></li> <li>• explain how <b>personal finance</b> can affect <b>lifestyle choices</b> and the decision people make in a daily basis</li> <li>• evaluate how people judge success in their working lives and the extent to which a person's <b>salary</b> is more or less important than fulfilment/job satisfaction</li> </ul>

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**Living in the Wider World**

**8. Develop a basic understanding of enterprise**

- explain that to be **enterprising** means to have an idea and thinking about how it could work in reality
- describe 'real life' examples of **enterprise** in school (e.g. PTA, friends of the school, governors - car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days)
- describe or demonstrate what **personal skills or attributes** might be needed to start an enterprise
- describe the skills and qualities that make someone 'enterprising' and identify some of the steps needed to **set up** an enterprise project
- recognise that being enterprising may mean taking a **risk**
- describe or demonstrate how **research** can help find out if an enterprise will be successful
- recognise that being enterprising is about having an **idea**, developing it and gaining something (e.g. money) from doing so
- give examples of being **enterprising in school** and describe or demonstrate some of the **skills needed**
- give examples of people who are **famous entrepreneurs** and how they became successful (e.g. Dragon's Den entrepreneurs, Junior Apprentice series, Victoria Beckham, Richard Branson etc.)
- analyse and evaluate the **skills and attributes** that made those entrepreneurs successful (personal and in business)
- explain what is meant by **positive risk** in relation to enterprise projects

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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## EVIDENCE

### Possible Lesson Activities

- Questions
- Label a drawing
- Role-play (e.g. hot-seating, freeze-frame or re-enactment)
- Cartoon strip or social story
- Respond to a scenario, picture or video clip
- Speech bubbles
- Mind map
- Poster or display
- Presentation or assembly
- Debate
- Infomercial
- Quiz or questionnaire
- Ranking / scaling / sorting activities (e.g. diamond nine)
- Explain to an alien
- Rules and agreements
- Information leaflet
- Book review

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# 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.



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## DEEPER LEARNING QUESTIONS

Pupils '**Working Towards**' will need support / scaffolding to answer these questions.

Pupils '**Working at Expected**' should be able to independently offer some simple suggestions and reasons.

Pupils '**Working at Greater Depth**' should be able to independently give detailed answers with justified reasons and good connections to PSHE knowledge.

Deeper learning question starters:

- Is this always, sometimes or never true...
- Is it ever ok to...
- Can you suggest a better way to...
- What are some similarities and differences between...
- Do you agree/disagree that...
- Can you prove that...
- Can you convince me...

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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## CURRICULUM LINKS

*Please note: this list is not exhaustive*

### RSE

The teaching of RSE is interwoven with PSHE because of the overlap and connections between health, relationships, economic wellbeing and thriving in life and work.

### ENGLISH

Through **whole class reading**, we work on the collaborative skills needed to successfully be a good classmate. In addition, we use extracts across a range of subjects including ASD, mental health and wellbeing.

Our **Let's Think in English** programme builds on open-ended questioning and structured group discussion. Lessons develop pupils' ability to provide reasoned justifications for their views, while also working as a group to listen and share the different opinions of others.

Building our curriculum around the **Power of Reading** has meant that we choose current and engaging texts from a range of authors. In some texts, characters come from different backgrounds, have different needs or find themselves in situations that the children are able to relate to. The build up of lessons help the children to build their confidence and empathise with others in different ways.

### SCIENCE

There is a great need to work collaboratively in science. The success of this is underpinned by our PSHE values. In addition, some subject areas also have cross-over with PSHE. These include:

- \* Animals including Humans – body parts, basic needs of a person, puberty and the importance of exercise.
- \* Living Things and their Habitats - human life cycles, human physical development and human impact on environments.

### COMPUTING

Each half term, we teach an e-safety Computing lesson. These focus on online relationships, keeping information safe and secure and health, wellbeing and lifestyle choices relating to internet and computer use.

### PE

Our PE curriculum lends itself to strong links with PSHE. Through team games, the children have to work together with people that have a wide range of skills and abilities. In turn, they learn to recognise differences and we promote a strong sense of self-awareness. PE lessons also develop evaluative skills, where children self-assess and peer-assess, celebrating each other's achievements.

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## APPENDIX

### Bikeability



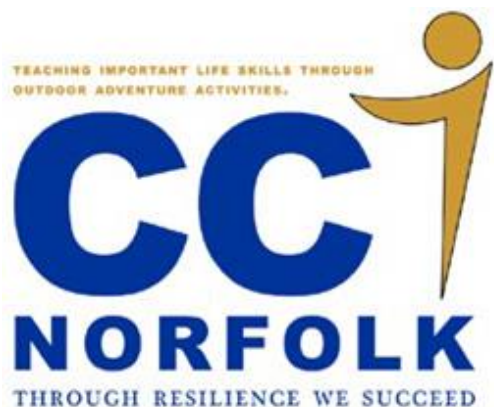
#### Level 1

- Taught in the playground
- Prepare your bike and check your brakes
- Check your helmet is safe and securely fastened
- Set off, pedal, slow down and stop (including looking behind, cycling one handed, turning and controlling speed)

#### Level 2

- Taught on quiet local roads
- Cycle safely and responsibly
- Identify and respond to hazards
- Share the road and communicate with other road users,
- Understand signals, signs and road markings
- Understand how to manage risk when cycling and help you negotiate junctions

### CC1 Norfolk



#### Challenger Award

- Teamwork and leadership skills
- Resilience
- Fire safety
- First Aid: CPR, bandaging and burns
- Emergency services

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