



PSHE

Through our PSHE curriculum we endeavour to grow our pupils into respectful, positive individuals who are mindful and resilient of themselves and others. We want our children to believe that they can achieve goals, recover from challenging periods in their lives and be confident in seeking help when they need it. We recognise the importance of educating our children in how to build and maintain healthy relationships, as well as to have an awareness of how to keep themselves safe and healthy.

Progression of Skills					
Strand	KS1	Year 3	Year 4	Year 5	Year 6
Being Me In My World	I can justify the choices I make to help keep my class and school a safe and fair place.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic.	I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.	I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.
Celebrating Difference	I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.	I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.	I can explain how first impressions can be misleading. I can appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.	I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.	I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.
Dreams and Goals	I can analyse the different roles people played in a	I can analyse my learning strengths and use this to	I can deal with disappointment by analysing what went	I can explain why the dreams and goals of young people from	I can analyse and justify why my group chose an activity and how this



PSHE

	group to create an end product and justify what was helpful and what wasn't.	design clear steps to help me improve.	wrong and I can use these experiences to make new plans to avoid similar obstacles.	different cultures might be different from my own and give reasons for this.	contributes to making the world a better place.
Healthy Me	I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.	I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.	I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.	I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.	I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.
Relationships	I can justify how and why some things might make me feel comfortable or uncomfortable in relationships.	I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.	I can give reasons why people may experience a range of feelings associated with personal loss.	I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.	I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.
Changing Me	I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I	I can describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for	I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate	I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.



PSHE

	can talk about the physical differences with respect and understand how to protect my own and others' privacy.	making babies when they grow up.		these changes to the conception process.	
--	--	----------------------------------	--	--	--