



PSHE Sequence and Progression

Intent:

The intent of the PSHE at St Luke's CE Primary School is to build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen, now and in their future roles within a global community. Children will know more, remember more and understand more. Our PSHE curriculum incorporates understanding of Relationships, Sex and Health Education (RSHE). As a result, children will know how to be safe and understand how to develop healthy relationships, both now and in their future lives. The RSHE scheme of work within the PSHE curriculum enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.

Implementation:

At St Luke's, we implement our PSHE curriculum through a clear and comprehensive scheme of work. This is written in line with the National Curriculum. The PSHE curriculum has core themes that are studied on a half-termly basis: Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best and Growing and Changing. These units also cover aspects of the RSHE policy. We also implement PSHE through the wider curriculum within school, contributing to our school vision of "Learning Without Limits". Whole school, Key Stage and class assemblies always make links to PSHE and SMSC. The teaching and learning of RSHE is planned within each year group so that children know more, remember more and understand more. The RSE programme of work is explicitly resourced. Parents are informed of the content of the RSHE programme of work during planned information sessions, and further support / clarification will be given if required.

Impact:

As a result of our intent and implementation of the PSHE curriculum, children at St Luke's will become well-rounded individuals that are healthy, independent and responsible members of society. We hope that they will have the confidence to tackle many of the moral, social and cultural issues that form part of growing up. We intend for children to recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Children will demonstrate a healthy outlook towards school & attendance will be at least in-line with national and behaviour will be outstanding. Children will feel safe in our school and know what to do if they ever feel unsafe or unsure. The large majority of children will achieve age related expectations across the wider curriculum, in addition to the core subjects. Children will know how to have and maintain healthy relationships with their peers, both now and in the future. Children will understand the physical aspects of RSHE at an age-appropriate level. Children will have respect for themselves and others.



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CULTURAL CAPITAL

At St Luke's C.E. Primary School, we aim to equip pupils with cultural capital, preparing children with the essential Personal, Social, Health and Emotional knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey, children develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future.

PSHE Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<u>Year 1</u>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<u>Year 2</u>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<u>Year 3</u>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<u>Year 4</u>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<u>Year 5</u>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<u>Year 6</u>	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing



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<i>Progression of Skills</i>						
<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Me and My Relationships</u>						
I can recognise and be sensitive to the differences of others.	I can name different feelings and how they might make me behave.	I understand that we have different ways to express our feelings.	I can communicate my feelings and use this to try to manage my emotions.	I can talk about how feelings can change and be different for others.	I can be assertive to keep myself happy, healthy and safe.	I can work through challenges I have with my friends with respect, assertiveness and understanding.
I can name people who help me and describe ways to help others.	I can suggest ways of dealing with 'not so good' feelings and how to help others.	I can express my feelings in a safe controlled way.	I can collaborate with a team to achieve a goal.	I can read different emotions expressed in body language.	I can use strategies to resolve arguments or disagreements.	I can give examples of negotiation and compromise. I can use these skills in practical situations.
I can talk about feelings and what can cause them.	I can recognise when I need help and who to ask.	I can tell you some ways that I can get help, if I am being bullied and what to do if someone teases me.	I can accept I may not always agree with others.	I can say 'no' in a calm and controlled way.	I can reflect on my behaviour, attitudes and qualities.	I know the types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
I can tell you which trusted adults I can ask for help.	I can listen to others and wait for my turn to speak.	I can tell someone how they are making me feel.	I can listen and share my opinions respectfully.	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together.	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	I can use assertive behaviours to keep myself safe from peer influence or pressure.
I can help a friend if they are sad or worried.	I can tell you which trusted adults at home and school keep me safe.	I can give you lots of ideas about what makes a good friend and I can tell you how I try to be a good friend.	I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends.	I can say what to do if I, or a friend, is hurt or bullied by another person. I can recognise the qualities of a healthy relationship.	I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.



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Valuing Difference						
I can celebrate our differences.	I can say ways in which people are similar as well as different.	I can be respectful of those who are different to me.	I can give examples of different types of family. I respect these differences.	I can say how differences sometimes cause conflict but can also be something to celebrate.	I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	I explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.
I can talk about my family life.	I can say why things sometimes seem unfair, even if they are not to me.	I can describe how someone can change someone's feelings.	I can give examples of different community groups and say what is good about having different groups.	I can begin to manage conflict by using negotiation and compromise.	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	I can show respect for others by using verbal and non-verbal communication.
I can listen to and be polite about what people tell me about their lives.	I can talk about what bullying is.	I can tell you what it is important to show good listening to people who think differently to me.	I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can suggest strategies for dealing with someone who is behaving aggressively.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.
I can be kind, caring and helpful to others.	I can say ways to show kindness to others.	I can name and suggest strategies to someone who feels left out.	I can name and use the qualities that are needed for people from a diverse range of backgrounds to get on together.	I can demonstrate ways of showing respect to others' differences.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	I can explain how empathy can help people to be more tolerant and understanding of those who are different from them. I can recognise how the media can reinforce gender stereotypes and begin to challenge this.
I can show good listening.		I can be kind and use kind words to my friends.	I can suggest ways to deal with bullying and prejudice.	I can explain why it is important to challenge stereotypes that might be applied to me or others.	I can reflect on how individual/group actions can impact on others in a positive or negative way.	



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<u>Keeping Myself Safe</u>						
I can tell you what my body needs to stay healthy.	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods).	I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.	I can say what I could do to make a situation less risky or not risky at all.	I can demonstrate strategies for dealing with a risky situation.	I can suggest what someone should do when faced with a risky situation.	I can use safe, respectful and responsible behaviours and strategies when using social media.
I can make safe decisions around medicines and things I don't know.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe.	I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.	I can demonstrate strategies for dealing with a risky situation.	I can give examples of people or things that might influence me to take risks and make decisions.	I can protect my personal information online. I can recognise disrespectful behaviour online.	I can give examples of how to safely share images online.
I can name some things that can be dangerous inside and outside.	I can say 'no' to unwanted touch and ask for help from a trusted adult.	I can say what I do and don't like and who to ask for help.	I can identify some key risks from and effects of cigarettes and alcohol.	I can give reasons for why most people choose not to smoke, or drink too much alcohol.	I can identify the risks in a specific situation (including emotional risks).	I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.
I can tell you what is safe to play online and who to talk to if I feel worried.	I can say when medicines can be helpful or might be harmful.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	I can give examples of strategies for safe browsing online.	I can explain what might happen if people take unsafe or inappropriate risks.	I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.	I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.
I can name the adults who keep me safe and when I might need their help.	I can tell you how to stay safe around medicine.	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	I can identify images that are safe or unsafe to share online.	I can support someone who is being bullied.	I can begin to make decisions independently and responsibly.



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<u>Rights and Responsibilities</u>						
I can help my family.	I can wash my hands correctly.	I can make choices that help me play and work well with others.	I can identify people who help me in different ways.	I can name some responsibilities and rights that I have.	I can develop ideas and opinions based on a current issue. I can present these with a group.	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.
I can help to clean and tidy my home and classroom.	I can name ways to look after my home and school.	I can use some strategies when I feel upset or angry.	I can spot 'facts' and 'opinions' to help me share ideas.	I can share ideas and make decisions that have an impact on others.	I can identify how the responsibilities of others impact me and my community.	I can discuss the reasons why people post online and the positive and negative effects relating to social media.
I can tell you some ways to look after our world.	I can look after a special person or thing.	I can ask for help from a trusted adult.	I can make a plan.	I can give my own opinion based on facts, opinions and other influences.	I can give examples of barriers that can stop others following their responsibilities.	I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.
I can be kind to friends and others.	I can tell you some things that money is spent on.	I can name some ways I can look after my environment.	I can choose a method.	I can give examples of how I can support others as a bystander.	I can give examples of some of the rights and responsibilities I have as I grow older, at home, in my community and to the environment. I can give real examples of each that relate to me.	I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.
I can talk about looking after money.	I can get help if someone has hurt themselves.	I can make choices with money.	I can identify different times and reasons to spend money.	I can explain how others have a financial responsibility to their families and community.	I can suggest ways to spend and save money responsibly.	I can suggest ways that I can help my environment.
			I can give examples of how people earn money.	I can give examples of choices and decisions with money that will affect me.	I can explain some things about finance and money. I can name a person who deals with money in my community.	I can give examples of why we need a democratic society and how laws keep us safe.



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<i>Being My Best</i>						
<i>I can keep trying if the way I choose doesn't work.</i>	<i>I can choose a healthy meal with different food groups.</i>	<i>I can explain what happens when I learn something new.</i>	<i>I can choose foods that make a balanced meal.</i>	<i>I can say how being unique makes everyone special, different and valuable.</i>	<i>I can explain how one organ functions and how it contributes to the health of my body.</i>	<i>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</i>
<i>I can talk about the different types of feelings we have.</i>	<i>I can be persistent when learning a new skill.</i>	<i>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</i>	<i>I can explain how washing hands can prevent infections spreading.</i>	<i>I can give examples of choices I make and the choices others make for me.</i>	<i>I can explain the effect that choices relating to smoking and drinking can have on a person's health.</i>	<i>I can set goals so that I can achieve an aspiration.</i>
<i>I can have a go at something new.</i>	<i>I can name a few different ideas of what I can do if I find something difficult.</i>	<i>I can explain how hand hygiene stops virus' and germs from spreading.</i>	<i>I can describe how food, water and air get into the body and blood.</i>	<i>I can plan a healthy, balanced meal.</i>	<i>I can think of ways to improve a skill and the strategies that will help me do this.</i>	<i>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</i>
<i>I can make my own healthy food choices.</i>	<i>I can help my friends when they fall out.</i>	<i>I can give examples of what I can do and give to my body to stay healthy.</i>	<i>I can set goals and make a plan that will help me to develop a new skill.</i>	<i>I can give examples of the ways people can look after their physical and mental wellbeing.</i>	<i>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</i>	<i>I can identify risk factors in a given situation.</i>
<i>I can make healthy sleep and exercise choices.</i>	<i>I can explain why praise helps me to keep trying.</i>	<i>I can name different parts of my body that are inside me and help to turn food into energy.</i>		<i>I can give different examples of some of the things that I do already to help look after my environment.</i>	<i>I can give examples of how I am independent and manage my own success.</i>	<i>I can assess the level of risk and explain how a risk can be reduced.</i>



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Growing and Changing						
I can describe the life cycle of an animal.	I can tell you some things that babies need.	I can give support to a friend.	I can explain what body space is and how it feels when someone is too close to me.	I can describe how change can make a person feel (both negative and positive).	I can begin to manage challenging emotions by building my resilience.	I can name some of the feelings and emotions people have during change.
I can describe how a baby grows to an adult and what they might need.	I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	I can describe feelings of loss and suggest what someone can do if a friend moves away.	I can tell you some of the different relationships I have.	I can explain why young people can have mixed up feelings when they go through puberty.	I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.	I can give examples of how someone could cope with or get support during puberty.
I can tell you some things about how babies are made.	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	I can describe the stages of growth I have been through and what I look forward to in my future.	I can tell you what qualities a healthy positive relationship has.	I can explain why puberty happens.	I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.
I can tell you the scientific names for my body parts.	I can name the body parts girls and boys have that are the same and which body parts are different.	I can name the human private parts that are used to make a baby.	I can describe how girls and boys bodies change when they reach puberty.	I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.	I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.	I can explain how to stay safe when sharing images and information online.
I can tell you the PANTS rule.	I can name the adults I can talk to at home and school if I need help.	I can talk about keeping private parts private.	I can tell you what happens to a woman's body when the sperm does not meet the egg.	I can explain why some people choose to get married, have a civil ceremony or live together.	I can give examples of feelings and emotions people have at times of change.	I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.