



***Kingsway Primary School***

***PSHE Progression Framework***

# 1. Developing confidence and responsibility and making the most of their abilities

N.C. Outcome		Year	Knowledge and skills	Breadth of opportunities
Upper KS2	1. Pupils should be taught: a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society; b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; f. to look after their money and realise that future	6	<ul style="list-style-type: none"> <li>• Talk, write and explain their views on issues that affect wider environment</li> <li>• Reflect on and evaluate their own experiences and set personal goals</li> <li>• Talk, write about and identify the skills they need to develop to make their contribution in the future</li> <li>• Identify needs of the wider community and their roles and responsibilities as members</li> <li>• Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement</li> <li>• Transfer a skill learned in one situation to another context</li> <li>• Talk, write and explain their views on issues that affect the global environment</li> <li>• Continue to reflect and evaluate their own experiences and set personal goals</li> <li>• Take action bases on responsible choices</li> <li>• Recognise as they approach puberty how people's emotions change</li> <li>• Develop strategies to deal with their feelings in a positive way</li> <li>• Continue to develop the skills they need to make their contribution in the future</li> <li>• Identify needs of the wider community and develop their roles and responsibilities as members</li> <li>• Look after their money and realise the importance of saving</li> <li>• Prepare for and manage the change to secondary school</li> </ul>	Year 6 <ul style="list-style-type: none"> <li>• Identify strengths</li> <li>• Big Dreams</li> <li>• Super futures-money</li> <li>• Healthy minds</li> <li>• Young minds</li> <li>• SRE Puberty an emotions</li> </ul>
		5		Year 5 <ul style="list-style-type: none"> <li>• Physical, Emotional and mental wellbeing- What's puberty?</li> </ul>
Lower KS2		4	Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class <ul style="list-style-type: none"> <li>• Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements</li> <li>• Be able to face new challenges positively and know when to seek help</li> <li>• Be able to identify the range of jobs carried out by people they know</li> <li>• Be able to explain their views on issues that affect the school environment</li> <li>• Able to reflect on their mistake and make amends.</li> <li>• Begin to make responsible choices and consider consequences</li> <li>• Identify the range of skills needed in different jobs</li> <li>• Recognise the need to ask for support sometimes and whom to ask and how</li> <li>• Be able to express feelings in different ways and recognise the impact on others</li> </ul>	Year 4 <ul style="list-style-type: none"> <li>• Reactions- Frustration, persistence and resilience.</li> <li>• Future me</li> <li>• That's my goal</li> </ul>
		3		Year 3 <ul style="list-style-type: none"> <li>• Working together</li> <li>• Name Game</li> <li>• Build it up</li> <li>• Shared goals Better places</li> </ul>

	wants and needs may be met through saving.			
KS1	Pupils should be taught: a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals.	2	<ul style="list-style-type: none"> <li>• Take and share responsibility for their own behaviour</li> <li>• Recognise what they like and dislike, what is fair and unfair and what is right and wrong</li> <li>• Recognise what they are good at from what others say</li> <li>• Express positive qualities about themselves</li> <li>• Understand the difference between impulsive and thinking behaviour</li> <li>• Share their opinions on things that matter to them</li> <li>• Recognise name and deal with their feelings in a positive way</li> <li>• Reflect on and evaluate their own experiences to set simple goals</li> <li>• Respond with increasing confidence to new people and situations</li> </ul>	Year 2 <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Sharing</li> <li>• Emotions</li> <li>• Mood Swings</li> <li>• Behaviour-Help me</li> <li>• In my shoes</li> </ul>
		1		Year 1 <ul style="list-style-type: none"> <li>• Rules and expectations</li> <li>• Friendship</li> <li>• Forever friends</li> <li>• Make friends</li> <li>• Bullying and unkindness</li> </ul>
		EYFS	Display high levels of involvement for increasing lengths of time. • Be confident enough to take appropriate risks • Develop a sense of self as a member of different communities • Express needs and feelings appropriately • Initiate interaction with other people • Develop awareness of their own needs, views and feelings • Be sensitive to the needs, views and feelings of others • Develop respect for their own cultures and beliefs and those of others • Perform simple tasks independently	See themselves as a valuable individuals- find out about family and the child's interests.

## 2. Preparing to play an active role as citizens

N.C. Outcome		Year	Knowledge and skills	Breadth of opportunities
Upper KS2	<p><b>Preparing to play an active role as citizens</b></p> <p>2. <b>Pupils should be taught:</b></p> <p>a. to research, discuss and debate topical issues, problems and events;</p> <p>b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</p>	6	<ul style="list-style-type: none"> <li>• <i>Be able to lead discussions and debates about wider issues (aware of different rights, roles and responsibilities)</i></li> <li>• <i>Understand why and how laws are made and enforced</i></li> <li>• <i>Understand there are consequences when rules/ laws are broken</i></li> <li>• <i>Resolve differences by looking at alternatives, making decisions and explaining choices</i></li> <li>• <i>Participate in school's decision making process</i></li> <li>• <i>Identify the bias in media reporting</i></li> <li>• <i>Develop skills to inform choices which have an effect on the sustainability of the environment</i></li> </ul>	<p>Year 6</p> <p>School Council</p> <p>Class Council</p> <ul style="list-style-type: none"> <li>• Race and ethnicity</li> <li>• Fake news</li> <li>• Internet safety</li> <li>• Making money</li> <li>• Raising Money</li> </ul>
		5	<ul style="list-style-type: none"> <li>• <i>Make informed decisions about how to allocate fund raising money</i></li> <li>• Adapt different roles, right and responsibilities during discussions and debates about wider issues</li> <li>• Realise the consequence of anti-social and aggressive behaviour</li> <li>• Understand what democracy is and about the basic institutions that support it locally and nationally</li> <li>• Recognise the role of voluntary, community and pressure groups</li> <li>• Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK</li> </ul>	<p>Year 5</p> <p>School Council</p> <p>Class Council</p> <ul style="list-style-type: none"> <li>• UN Human rights</li> <li>• managing conflict</li> </ul>
Lower KS2	<p>d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p> <p>e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;</p>	4		<p>Year 4</p> <p>School Council</p> <p>Class Council</p> <ul style="list-style-type: none"> <li>• Money choices</li> <li>• Setting goals</li> <li>• Future me</li> </ul>
		3		<p>Year 3</p> <p>School Council</p> <p>Class Council</p> <ul style="list-style-type: none"> <li>• Rules I'm in charge</li> </ul>

	<p>f. to resolve differences by looking at alternatives, making decisions and explaining choices;  g. what democracy is, and about the basic institutions that support it locally and nationally;  h. to recognise the role of voluntary, community and pressure groups;  i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;  j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;  k. to explore how the media present information.</p>		<ul style="list-style-type: none"> <li>• <i>Value contributions of others in discussion</i></li> <li>• <i>Begin to develop negotiating strategies</i></li> <li>• <i>Participate in making and changing rules</i></li> <li>• <i>Contribute to decision making in a small group</i></li> <li>• To continue to develop skills to take part in small discussions about community issues</li> <li>• Continue to value contributions of others</li> <li>• Continue to develop negotiating strategies &amp; know when to compromise</li> <li>• Understand why rules are needed and that there are consequences when rules are broken</li> <li>• Understand that there are responsibilities as well as rights</li> <li>• Use different ways to communicate and express personal and group views about an issue</li> </ul>	<ul style="list-style-type: none"> <li>• Different communities -My community</li> <li>• Rights and responsibilities</li> <li>• How to listen</li> <li>• Working together</li> <li>• Clear messages</li> </ul>
<b>KS1</b>	<p><b>Preparing to play an active role as citizens</b>  <b>2. Pupils should be taught:</b>  a. to take part in discussions with one other person and the whole class;  b. to take part in a simple debate about topical issues;  c. to recognise choices they can make, and recognise the difference between right and wrong;</p>	<p style="text-align: center;">2</p> <hr/> <p style="text-align: center;">1</p>	<ul style="list-style-type: none"> <li>• <i>Continue to develop empathy for others</i></li> <li>• <i>Recognise what is right and wrong, show responsibility for themselves and others in different situations</i></li> <li>• <i>Make, agree and follow rules for their classroom</i></li> <li>• <i>Know how to apologise and make amends</i></li> <li>• <i>Realise that people and other things have needs</i></li> <li>• <i>Develop understanding of groups they belong to</i></li> <li>• <i>Contribute to the life of the class and school</i></li> <li>• <i>Ask questions of a range of adults</i></li> <li>• Listen and respond in group discussions</li> <li>• Express own views with increasing confidence</li> <li>• Participate in a simple debate about school issues</li> <li>• Identify different choices they can make</li> </ul>	<p>Year2  School Council  Class Council</p> <ul style="list-style-type: none"> <li>• Our school- common goals</li> <li>• Right and wrong</li> <li>• Local citizenship</li> <li>• Our local community</li> <li>• Responsibility</li> <li>• Changing needs</li> <li>• Money – Shopping list.</li> </ul>

	<p>d. to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>e. to realise that people and other living things have needs, and that they have responsibilities to meet them;</p> <p>f. that they belong to various groups and communities, such as family and school;</p> <p>g. what improves and harms their local, natural and built environments and about some of the ways people look after them;</p> <p>h. to contribute to the life of the class and school;</p> <p>i. to realise that money comes from different sources and can be used for different purposes.</p>		<ul style="list-style-type: none"> <li>• Recognise the difference between right and wrong</li> <li>• Able to make “I” statements instead of blaming others</li> <li>• Beginning to understand that they have more responsibilities to meet the needs of living things</li> <li>• Begin to understand what harms their local, natural and built environments, make suggestions to improve them</li> <li>• Work together as a class or group on a project</li> </ul>	<p>Year1</p> <p>School Council</p> <p>Class Council</p> <ul style="list-style-type: none"> <li>• Rules and expectations</li> <li>• Friendship and bullying</li> <li>• Kindness-give a little</li> <li>• Money- Grows on trees?</li> <li>• Money- coining it in</li> <li>• Money-Keep it safe</li> </ul>
		EYFS	<p>Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	

### 3.Developing a healthy, safer lifestyle

N.C. Outcome		Year	Knowledge and skills	Breadth of opportunities
Upper KS2	<b>Developing a healthy, safer lifestyle</b> <b>3. Pupils should be taught:</b> a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;	6	<ul style="list-style-type: none"> <li>• <i>Discuss, ask questions and understand how the body changes during puberty</i></li> <li>• <i>Know that drugs can be legal/ illegal and that they have effects and risks</i></li> <li>• <i>Begin to make choices and decisions about issues affecting their health and well being</i></li> <li>• <i>Decide how to behave responsibly</i></li> <li>• <i>Develop sensible rules for road use</i></li> <li>• <i>Use basic techniques to resist peer pressure to behave in an unacceptable or risky way</i></li> <li>• <i>Follow simple, safe routines to reduce the spread of bacteria and viruses that affect health</i></li> <li>• <i>Recognise the different risks in different situations</i></li> <li>• <i>Judge what kind of physical contact is acceptable or unacceptable</i></li> </ul>	Year 6 DARE See SRE policy
		5		Year 5 <ul style="list-style-type: none"> <li>• Touch sensitive</li> <li>• Secret eaters</li> <li>• Drugs just say no!</li> <li>• Alcohol drink aware</li> </ul>
Lower KS2	c. about how the body changes as they approach puberty; d. which commonly available substances and drugs are legal and illegal, their effects and risks; e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable; f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; g. school rules about health and safety, basic emergency	4	<ul style="list-style-type: none"> <li>• <i>Begin to make informed choices (food, exercise, lifestyle)</i></li> <li>• <i>Follow simple, safe routines to reduce the spread of bacteria/ viruses</i></li> <li>• <i>Manage hygiene procedures</i></li> <li>• <i>Behave safely and responsibly in different situations</i></li> <li>• <i>Follow school rules about health and safety, basic emergency aid procedures and where to get help</i></li> <li>• <i>Extend strategies to cope with risky situations and personal safety</i></li> </ul>	Year 4 <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Online safety</li> <li>It's personal               <ul style="list-style-type: none"> <li>• A balanced diet</li> </ul> </li> </ul>
		3		Year 3 <ul style="list-style-type: none"> <li>• Online privacy</li> <li>• Thinking ahead</li> <li>• Lifestyle choices</li> <li>• Who to call - emergency calls ambulance.</li> </ul>

	aid procedures and where to get help.			
KS1	<p><b>3. Pupils should be taught:</b> a. how to make simple choices that improve their health and wellbeing;</p> <p>b. to maintain personal hygiene;</p> <p>c. how some diseases spread and can be controlled;</p> <p>d. about the process of growing from young to old and how people's needs change;</p> <p>e. the names of the main parts of the body;</p> <p>f. that all household products, including medicines, can be harmful if not used properly;</p> <p>g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>	2	<ul style="list-style-type: none"> <li>• <i>Begin to make simple choices that improve their health and well being</i></li> <li>• <i>Begin to maintain personal hygiene</i></li> <li>• <i>Begin to understand that certain actions spread disease</i></li> <li>• <i>Identify the main parts of the body</i></li> <li>• <i>Say no when subject to pressure/ something feels wrong</i></li> <li>• <i>Ask for help from adults</i></li> </ul>	<p>Year 2</p> <ul style="list-style-type: none"> <li>• Dental Hygiene</li> <li>• Drug safety</li> <li>• Physical activity</li> <li>• Exercise workout</li> </ul>
		1	<ul style="list-style-type: none"> <li>• Make simple choices that improve their health and well being</li> <li>• Maintain personal hygiene</li> <li>• Understand that certain actions spread disease</li> <li>• Understand rules for keeping safe in the environment (roads, railways, people, fire, water) and recognise potential risks to self and others</li> <li>• Make sensible choices (food, games, television, money)</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Vote Green</li> <li>• Meat eaters</li> <li>• Party time</li> </ul> <p>Physical activity -Get physical</p> <p>Sun safety - It's a cover up</p>
		EYFS	<ul style="list-style-type: none"> <li>• Dress and undress independently</li> <li>• Manage their own personal hygiene</li> <li>• Begin to understand rules for keeping safe in the local environment</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>	

# Developing good relationships and respecting the differences between people

N.C. Outcome		Year	Knowledge and skills	Breadth of opportunities
Upper KS2	<b>Developing good relationships and respecting the differences between people</b> <b>4. Pupils should be taught:</b> a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; b. to think about the lives of people living in other places and times, and people with different values and customs;	6	<ul style="list-style-type: none"> <li>• <i>Be aware of different types of relationships</i></li> <li>• <i>Recognise and challenge stereotypes</i></li> <li>• <i>Respond assertively to teasing and bullying</i></li> <li>• <i>Demonstrate tolerance and respect for others</i></li> <li>• Continue to greet and talk with a wider range of adults</li> <li>• Continue to develop relationships through work and play</li> <li>• Consider social and moral dilemmas that they come across in life</li> <li>• Identify how to find information and advice through helplines</li> <li>• Identify ways to integrate people with disabilities into our school community and support them where appropriate</li> </ul>	Year 6 - Race and ethnicity - Culture- cultural feast
		5		Year 5 - Stereotypes - Extremism and radicalisation unit
Lower KS2	c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; e. to recognise and challenge stereotypes; f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; g. where individuals, families and groups can get help and support.	4	<ul style="list-style-type: none"> <li>• <i>Understand that their actions affect themselves and others</i></li> <li>• <i>Able to empathise with another viewpoint</i></li> <li>• <i>Consolidate understanding of differences and similarities between people</i></li> <li>• <i>Recognise their own and other people's feelings</i></li> <li>• <i>Initiate friendships</i></li> <li>• Empathise with the lives of people living in other places and times, and people with different values and customs</li> <li>• Realise the nature and consequences of negative behaviour</li> </ul>	Year 4 - Religious views - Celebrate diversity
		3	<ul style="list-style-type: none"> <li>• Able to identify strategies to respond to negative behaviour constructively and ask for help</li> <li>• Develop skills needed for relationships e.g. listening, supporting and showing care</li> <li>• To understand the different strategies available in school and the wider community to support people with physical disabilities</li> </ul>	Year 3  Friendship Features of falling out How to listen

KS1	<p><b>2. Pupils should be taught:</b>  a. to take part in discussions with one other person and the whole class;  b. to take part in a simple debate about topical issues;  c. to recognise choices they can make, and recognise the difference between right and wrong;  d. to agree and follow rules for their group and classroom, and understand how rules help them;  e. to realise that people and other living things have needs, and that they have responsibilities to meet them;  f. that they belong to various groups and communities, such as family and school;</p>	2	<ul style="list-style-type: none"> <li>• <i>Listen to other people, and play and work cooperatively</i></li> <li>• <i>Develop a caring attitude towards family, friends and each other</i></li> <li>• <i>Greet and talk with adults</i></li> <li>• <i>Develop positive relationships through work and play</i></li> <li>• <i>Recognise worth in others and say why someone is special to them</i></li> <li>• <i>Make new friends and cope with losing friends</i></li> <li>• Recognise how their behaviour affects other people</li> <li>• Identify and respect the differences and similarities between people</li> <li>• Understand there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying</li> </ul>	<ul style="list-style-type: none"> <li>- Co-operation</li> <li>- Negotiation</li> <li>- Want to play?</li> </ul> <p>Lets debate</p> <p>Behaviour  Help me  In my shoes  Teasing</p>
	<p>2</p> <p>g. what improves and harms their local, natural and built environments and about some of the ways people look after them;  h. to contribute to the life of the class and school;  i. to realise that money comes from different sources and can be used for different purposes.</p>	1	<ul style="list-style-type: none"> <li>• Consider social and moral dilemmas that they come across everyday</li> <li>• Voice differences of opinion sensitively and courteously</li> <li>• To be aware of different physical needs and how they can help people</li> </ul>	<p>Year 1</p> <p>Friendship</p> <ul style="list-style-type: none"> <li>- Forever friends</li> <li>- Make friends</li> <li>- It's your turn</li> </ul> <p>Families</p> <ul style="list-style-type: none"> <li>- My family</li> <li>- Special people</li> </ul> <p>Year 1+2  Extremism and radicalisation unit</p>
		EYFS	<ul style="list-style-type: none"> <li>• Value and contribute to own well being and self control</li> <li>• Form good relationships with adults and peers</li> <li>• Work as part of a group or class</li> <li>• Take turns and share fairly</li> <li>• Show confidence and the ability to stand up for own rights</li> <li>• Begin to develop an awareness of the boundaries set and behavioural expectations</li> </ul>	

		<ul style="list-style-type: none"><li>• Understand what is right, what is wrong and why</li><li>• Say sorry, please and thank you</li><li>• Consider the consequences of their words and actions for themselves and others</li><li>• Begin to develop an awareness of different physical needs</li></ul>	
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