



# Smith's Wood Primary Academy

## PSHE Curriculum – Skills and Knowledge progression document



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being me in my world</b>					
Can the children explain why their class is a happy and safe place to learn? Can they give different examples where they or others make their class happy and safe?	Can pupils explain why their behaviour can impact on other people in their class? Can they compare their own and their friends' choices and can they express why some choices are better than others?	Can the children explain how their behaviour can affect how others feel and behave? Can they explain why it is important to have rules and how that helps them and others in their class learn. Can they explain why it is important to feel valued?	Can the children explain why being listened to and listening to others is important in their school community? Can they explain why being democratic is important and can help them and others feel valued?	Can pupils compare their life with other people in their country and explain why they have rules, rights and responsibilities to try and make the school and the wider community a fair place? Can they explain how the actions of one person can affect another and can give examples of this from school and a wider community context?	Can pupils explain how their choices can have an impact on people in their immediate community and globally? Can they empathise with others in their community and globally and explain how this can influence the choices they make?
<b>Celebrating Differences</b>					
Can the children tell you some ways that they are different and similar to other people in their class, and why this makes us all special? Can they explain what bullying is and how being bullied might make somebody feel?	Can the children explain that sometimes people get bullied because they are seen to be different? (this might include people who do not conform to gender stereotypes) Can they explain how it feels to have a friend and be a friend? Can they also explain why it is OK to be different from their friends?	Can pupils describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen? Can they tell you how being involved with a conflict makes them feel and can they offer strategies to help the situation? e.g Solve It Together or asking for help.	Can the children tell you a time when their first impression of someone changed as they got to know them? Can they also explain why bullying might be difficult to spot and what to do about it if they're not sure? Can they explain why it is good to accept themselves and others for who they are?	Can pupils explain the differences between direct and indirect types of bullying and can they offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation? Can they explain why racism and other forms of discrimination are unkind? Can they express how they feel about discriminatory behaviour?	Can pupils explain ways in which difference can be a source of conflict or a cause for celebration? Can they show empathy with people in situations where their difference is a source of conflict or a cause for celebration?
<b>Dreams and Goals</b>					
Can the children explain how they feel when they are successful and how this can be celebrated positively? Can they say why their internal treasure chest is an important place to store positive feelings?	Can the children explain how they played their part in a group and the parts other people played to create an end product? Can they explain how their skills complemented each other? Can they explain how it felt to be part of a group and can identify a range of feelings about group work?	Can pupils explain the different ways that help them learn and what they need to do to improve? Are pupils confident and positive when they share their success with others? Can they explain how these feelings can be stored in their internal treasure chest and why this is important?	Can the children plan and set new goals even after a disappointment? Can they explain what it means to be resilient and to have a positive attitude?	Can the children compare their hopes and dreams with those of young people from different cultures? Can they reflect on the hopes and dreams of young people from another culture and explain how this makes them feel?	Can pupils explain different ways to work with others to help make the world a better place? Can they explain what motivates them to make the world a better place?
<b>Healthy Me</b>					
Can the children explain why they think their body is amazing and can they identify a range of ways to keep it safe and healthy? Can they give examples of when being healthy can help them feel happy?	Can the children explain why foods and medicines can be good for their body comparing their ideas with less healthy/unsafe choice? Can they compare their own and their friends' choices and can they express how it feels to make healthy and safe choices?	Can pupils identify things, people and places that they need to keep safe from, and can they tell you some strategies for keeping themselves safe and healthy including who to go to for help? Can they express how being anxious/ scared and unwell feels?	Can pupils recognise when people are putting them under pressure and can they explain ways to resist this when they want to? Can they identify feelings of anxiety and fear associated with peer pressure?	Can pupils explain different roles that food and substances can play in people's lives? Can they also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy? Can pupils summarise different ways that they respect and value their bodies?	Can pupils explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others? Can they identify and apply skills to keep themselves emotionally healthy and to manage stress and pressure?
<b>Relationships</b>					
Can the children explain why they have special relationships with some people and how these relationships help them feel safe and good about	Can the children explain why some things might make them feel uncomfortable in a relationship and compare this with relationships	Can pupils explain how their life is influenced positively by people they know and also by people from other countries?	Can the children recognise how people are feeling when they miss a special person or animal?	Can pupils compare different types of friendships and the feelings associated with them? Can they also explain how to stay safe	Can pupils identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain

themselves? Can they also explain how their qualities help these relationships? Can they give examples of behaviour in other people that they appreciate and behaviours that they don't like?	that make them feel safe and special? Can they give examples of some different problem-solving techniques and explain how they might use them in certain situations in their relationships?	Can they explain why their choices might affect their family, friendships and people around the world who they don't know?	Can they give ways that might help them manage their feelings when missing a special person or animal?	when using technology to communicate with their friends, including how to stand up for themselves, negotiate and to resist peer pressure? Can pupils apply strategies to manage their feelings and the pressures they may face to use technology in ways that may be risky or cause harm to themselves or others?	power or control? Can they explain the feelings they might experience if they lose somebody special and when they need to stand up for themselves and their friends in real or online situations? Can they offer strategies to help them manage these feelings and situations?
Changing Me					
Can the children compare how they are now to when they were a baby and explain some of the changes that will happen to them as they get older? Can they use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private? Can they explain why some changes they might experience might feel better than others?	Can the children use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private? Can they explain why some types of touches feel OK and others don't? Can they tell you what they like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to them?	Can pupils explain how boys' and girls' bodies change on the inside/outside during the growing up process and can they tell you why these changes are necessary so that their bodies can make babies when they grow up? Can they recognise how they feel about these changes happening to them and can they suggest some ideas to cope with these feelings?	Can the children summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older? Can they explain some of the choices they might make in the future and some of the choices that they have no control over? Can they offer some suggestions about how they might manage their feelings when changes happen?	Can pupils explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important? Can they also summarise the process of conception? Can pupils express how they feel about the changes that will happen to them during puberty, and that they accept these changes might happen at different times to their friends?	Can pupils describe how a baby develops from conception through the nine months of pregnancy, and how it is born? Can they recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby?