**Chesterton PSHE Progression**

|  | **Rights and responsibilities**  **Autumn 1** | **Being my best**  **Autumn 2** | **Me and my relationships**  **Spring 1** | **SRE: Growing and changing**  **Spring 2** | **Valuing differences**  **Summer 1** | **Keeping myself safe**  **Summer 2** |
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| **Year 1** | I can give some examples of how I look after myself and my environment - at school or at home.  I can also say some ways that we look after money. | I can name a few different ideas of what I can do if I find something difficult.  I can say why certain foods are healthy and why it’s important to eat at least five portions of vegetables/fruit a day. | I can name a variety of different feelings and explain how these might make me behave.  I can think of some different ways of dealing with ‘not so good’ feelings.  I know when I need help and who to go to for help.  I can tell you some different classroom rules. | I can identify an adult I can talk to at both home and school. If I need help.  I can tell you some things I can do now that I couldn’t do when I was a toddler.  I can tell you what some of my body parts do. | I can say ways in which people are similar as well as different.  I can say why things sometimes seem unfair, even if they are not. | I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).  I can give examples of how I keep myself healthy.  I can say when medicines might be harmful (e.g. overdose, if not needed, another person’s medicine, etc.) |
| **Year 2** | I can give examples of when I’ve used some of these ideas to help me when I am not settled. | I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.  I can explain how setting a goal or goals will help me to achieve what I want to be able to do. | I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.  I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.  I can give you lots of ideas about what makes a good friend and also tell you how I try to be a good friend.  Most of the time I can express my feelings in a safe, controlled way. | I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn’t when I was younger.  I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).  I can give examples of how to give feedback to someone. | I can say how I could help myself if I was being left out.  I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view. | 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 other 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 explain that they can be helpful or harmful, and give some examples of how they can be used safely. |
| **Year 3** | I can say how I can help the people who help me, and how I can do this. I can give an example of this.  I can say some ways of checking whether something is a fact or just an opinion. | I can give a few examples of things that I can do to take ownership of my health and give an example of something that I’ve done which shows this.  I can explain and give an example of a skill or talent that I’ve developed and the goal-setting that I’ve already done (or plan to do) in order to improve it. | I can usually accept the views of others and understand that we don’t always agree with each other.  I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we’ve fallen out. | I can name a few things that make a positive relationship and some things that make a negative relationship.  I can identify when someone hasn’t been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.  I can tell you what happens to the woman’s body when the egg isn’t fertilised, recognising that it is the lining of the womb that comes away. | I can give examples of different community groups and what is good about having different groups.  I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. | I can say what I could do to make a situation less risky or not risky at all.  I can say why medicines can be helpful or harmful.  I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true. |
| **Year 4** | I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.  I can explain how a ‘bystander’ can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.  I can give examples of these decisions and how they might relate to me. | I can give a few examples of different things that I do already that help me keep healthy.  I can give different examples of some of the things that I do already to help look after my environment. | I can give a lot of examples of how I can tell a person is feeling worried just by their body language.  I can say what I could do if someone was upsetting me or if I was being bullied.  I can explain what being ‘assertive’ means and give a few examples of ways of being assertive. | I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).  I can label some parts of the body that only boys have and only girls have.  I can tell you why people get married. | I can say a lot of ways that people are different, including religious or cultural differences.  I can explain why it’s important to challenge stereotypes that might be applied to me or others. | I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.  I can give examples of positive and negative influences, including things that could influence me when I am making decisions.  I can say a few of the risks of smoking or drinking alcohol on a person’s body and give reasons for why most people choose not to smoke, or drink too much alcohol. |
| **Year 5** | I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.  I can give a few different examples of things that I am responsible for to keep myself healthy.  I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give examples of some of the things they have to allocate money for. | I can give an example of when I have had increased independence and how that has also helped me to show responsibility.  I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. | I can give a range of examples of our emotional needs and explain why they are important.  I can explain why these qualities are important.  I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. | I can explain what resilience is and how it can be developed.  I can list ways that I can prepare for changes (e.g. to get the facts, talk  to someone).  I am able to identify when I need help and can identify trusted adults in my life who can help me. | I can give examples of different faiths and cultures and positive things about having these differences.  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 give examples of things that might influence a person to take risks online. I can explain that I have a choice.  I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it’s a lot more than this. |
| **Year 6** | I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.  I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.  I can explain what the term ‘interest’ means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA). | I can tell you how I can overcome problems and challenges on the way to achieving my goals.  I can give examples of an emotional risk and a physical risk. | I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.  I can give examples of negotiation and compromise.  I can explain what inappropriate touch is and give examples. | I can offer advice about whether a secret should be kept or shared, and who it should be shared with.  I can suggest ways in which a person can feel better about their body changing and see it in a positive way.  I can give examples of things that I can do or say to myself that can help me feel good about myself. | I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.    I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander. | I can give an example of how I have been able to get one (or more) of my emotional needs met.  I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.  I can explain that if young people know the actual norms they are less likely to take part in risky behaviour (e.g. drinking alcohol). |