



Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage children are expected to:

| EYFS | KS1 | KS2 |
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| <p>Have a good understanding of the following, obtained through discussion, interactions with teachers and peers and first hand experiences: Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Identifying talents (my own and others) Being special Families Where we live Making friends Standing up for yourself Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> | <p>Have a good grasp of the following based on discussions, reflections, classroom activities and experiences: Hopes and fears Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> | <p>Understand and recognise the following through different media, discussions with staff and peers, reflecting and evaluation, activities and experiences: Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress Mental health - identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent</p> |



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| | | Boyfriends/girlfriends Sexting Transition |
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| Area of skill as identified in the curriculum | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Term 1 | Being in my world Recognise and manage feelings, identify similarities and differences in people | Being in my world Understand the rights and responsibilities of people in the class, understand choices and consequences | Being in my world Identify some hopes and fears, contribute own ideas for rewards and consequences and deepen understanding | Being in my world Identify self-worth and set personal goals for challenges, identify how actions affect others and why rules are needed | Being in my world Recognise who is in the school community, understand democracy, making decisions in a group | Being in my world Understand rights and roles of being a citizen in this country, link own feelings to |



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| | | | | | | rewards and consequences, recognising how democracy benefits others |
| Term 2 | Celebrating differences Recognising my strengths, understanding that people are different, identifying home as special | Celebrating differences Identifying similarities within my classmates, becoming familiar with the term bullying, identifying those who help | Celebrating differences Understanding stereotypes, recognising friendships with people who are different | Celebrating differences Understanding differences in families, appreciating conflicts within families, understanding how/what it is to witness bullying | Celebrating differences Recognising assumptions made based on looks, recognising self-uniqueness, understanding others' actions in bullying | Celebrating differences Understanding cultural conflicts and identifying racism, explaining the types of direct and indirect bullying, comparing lives with ones different to own |
| Term 3 | Dreams and goals Reflect on perseverance, setting achievable goals and work towards them, understand how school work leads to jobs later on | Dreams and goals Understand how to achieve certain goals, identify how, why and when challenges arise, identify success | Dreams and goals Explain how to overcome a challenge – recognise and understand perseverance, recognise who to work well with | Dreams and goals Respect and admire those who overcome obstacles, identify ambitions that are important, become motivated about challenges, evaluate learning processes | Dreams and goals Accept hurt when hopes don't come true, using reflection of positive experiences to overcome disappointment, identifying next steps and new plans | Dreams and goals Identifying jobs carried out by people and recognising a job preference, understanding the use of communicating to those in other cultures and describe the dreams and goals of others in different cultures |
| Term 4 | Healthy me Identify healthy foods which help the body, understand why exercise is important, reflect on ways to fall asleep and recognise these, recognise the importance of handwashing and how to stay safe near strangers | Healthy me Recognise and understand healthy lifestyle choices, explain germs and how to prevent them spreading, recognise that household items can be harmful and medicines can be helpful, evaluate actions for road safety | Healthy me Recognise the difference between relaxed and stressed, understand how medicines work in the body, recognise healthy foods and decide on which ones are better | Healthy me Understand the role of exercise and set fitness goals, recognise that fats and sugars in food can cause harm, express opinions towards drugs, recognise safe places and people, reflect on strategies for remaining safe/healthy | Healthy me Identify different friendship groups and the roles within, understanding the effects of drugs and alcohol on the body, understanding the feelings of peer pressure, reflecting on own beliefs of right and wrong | Healthy me Understanding the health risks of misusing drugs and alcohol, making informed decisions, understand emergencies and what to do, reflect on the use of social media, accept and respect own body image, identify how food can relate to body image pressures |
| Term 5 | Relationships Reflect on jobs done at home, identify friendship to avoid loneliness, evaluate the impact of unkind words, recognise how to be a good friend | Relationships Identify different family members and appreciate different families, understand how to be a good friend, recognise qualities of a good friend, understand appropriate ways to greet another person | Relationships Recognise the relationships between family members, understand different physical contact between members and which is appropriate, recognise causes of conflict, express appreciation for special people, evaluate when a secret is okay to be kept or not | Relationships Understand roles, responsibilities and expectations for family members, understand how to remain safe online, recognise the work of others around the world and its impact, express appreciation for friends and family | Relationships Recognise causes of jealousy in friendships, identify someone they love and why they are special, reflect on times with someone no longer seen, recognise boyfriends and girlfriends as someone special for later on in life, can show love and be loved | Relationships Demonstrate an accurate representation of themselves, recognise the positives and negatives of being in an online community, appreciate rights and responsibilities online and identify what is too much time spent online with suggestions for reducing it |
| Term 6 | Changing me including SRE Name parts of the body, name foods that can keep the body healthy, understand the process of growing from babies to adults, talk about worries and memories | Changing me including SRE Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, and vagina, respect their body and understand which parts are private. | Changing me including SRE Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private, tell you what I like/don't like about being a boy/girl. | Changing me including SRE Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl. Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family. Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings. Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings. | Changing me including SRE Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings. Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty. | Changing me including SRE Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me. Describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty. Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways. |
| Key Vocabulary | Feelings, similarities, differences, strength, health, exercise, friendship, lonely, baby, adult, life cycle | Responsibility, classmates, goals, bullying, success, life-style, germs, medicine, family, greetings, body, penis, testicles, vagina, private | Hopes, fears, stereotype, challenge, perseverance, stress, contact, appreciation, body, penis, testicles, vagina, private | Self-worth, goals, conflict, understanding, bullying, ambitions, exercise, drugs, strategies, responsibilities, expectations, appreciation, physical, change, babies, process, reproduction | Community, democracy, assumption, recognising, uniqueness, reflection, drugs, alcohol, peer pressure, jealousy, boyfriends, girlfriends, love, puberty, menstruation, reproduction, ovaries, testicles, sperm, egg | Citizen, consequences, rewards, responsibility, cultural conflicts, racism, communicating, emergencies, social media, self-image, representation, community, responsibility, puberty, physically, emotionally, |



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| | | | | | | | sexual intercourse, conception, IVF |
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