

PSHE progression in the Curriculum:

Progression (knowledge and skills)

<p>By the time children leave Cold Harbour School, they are expected to know, apply and understand the matter, skills and processes specified in the relevant programme of study.</p> <p>Our intent is that in PSHE is that the children will:</p> <ul style="list-style-type: none"> -Develop confidence and responsibility. -Make the most of their abilities. -Play an active role as a citizen. -Develop a healthy, safe lifestyle. -Develop good relationships. -Respect the differences between people. <p>To achieve this we will teach:</p>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary:	Fair, unfair, diseases, feelings, worried, angry, happy, sad, opinion,	Communities, local, natural, environment, bullying, respect				
Developing confidence and responsibility and making the most of their abilities.	<p>1a I say what I like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>1b I share my opinions on things that matter to them and explain their views.</p> <p>1c I recognise, name and deal with my feelings in a positive way.</p>	<p>1d I think about myself, learn from my experiences and recognise what I am good at.</p> <p>1e How to set simple goals.</p>	<p>1a I talk and write about my opinions, and explain my views, on issues that affect society and myself.</p>	<p>1b I recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals.</p> <p>1c I face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>1d I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others' in a positive way.</p>	<p>1e I know about the range of jobs carried out by people I know, and I understand how I can develop skills to make my own contribution in the future.</p> <p>1f I look after my money and realise that future wants and needs may be met through saving.</p>
Preparing to play an active role as citizens	<p>2a I take part in discussions with one other person and the whole class.</p>	<p>2f I know that I belong to various groups and communities, such as family and school.</p>	<p>2a I research, discuss and debate topical issues, problems and events.</p>	<p>2c I realise the consequences of anti-social and aggressive behaviours, such as</p>	<p>2f I resolve differences by looking at alternatives,</p>	<p>2i I appreciate the range of national, regional, religious and</p>

	<p>2b I take part in a simple debate about topical issues.</p> <p>2c I recognise choices I can make, and recognise the difference between right and wrong.</p> <p>2d I agree and follow rules for my group and classroom, and understand how rules help me.</p> <p>2e I realise that people and other living things have needs, and that I have responsibilities to meet them.</p>	<p>2g I know what improves and harms my local, natural and built environments and about some of the ways people look after them.</p> <p>2h I contribute positively to the life of the class and school.</p> <p>2i I realise that money comes from different sources and can be used for different purposes.</p>	<p>2b I know 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>bullying and racism, on individuals and communities.</p> <p>2d I know 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>2e I reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p>	<p>making decisions and explaining choices.</p> <p>2g I understand what democracy is, and about the basic institutions that support it locally and nationally.</p> <p>2h I recognise the role of voluntary, community and pressure groups.</p>	<p>ethnic identities in the United Kingdom.</p> <p>2j I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>2k I explore how the media present information.</p>
<p>Developing a healthy, safe lifestyle</p>	<p>3a I make simple choices that improve or maintain my health and well-being.</p> <p>3b I keep a good level of personal hygiene.</p> <p>3c I know how some diseases spread and can be controlled.</p>	<p>3d I understand the process of growing from young to old and how people's needs change.</p> <p>3e I can name the main parts of the body.</p> <p>3f I understand that all household products, including medicines, can be harmful if not used properly.</p> <p>3g I know and understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help me to stay safe.</p>	<p>3a I understand what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p> <p>3b I know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p>	<p>3c I have learnt about how the body changes as I approach puberty.</p> <p>3d I know which commonly available substances and drugs are legal and illegal, their effects and risks.</p>	<p>3e I 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 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.</p>	<p>3f I know and follow school rules about health and safety, basic emergency aid procedures and where to get help.</p>

<p>Developing good relationships and respecting the difference between people.</p>	<p>4a I recognise how my behaviour affects other people. 4b I listen to other people, and play and work co-operatively. 4d I understand that family and friends should care for each other.</p>	<p>4c I identify and respect the differences and similarities between people. 4e I understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<p>4a I understand that my actions affect myself and others', and care about other people's feelings and to try to see things from their points of view. 4b I think about the lives of people living in other places and times, and people with different values and customs.</p>	<p>4c I am aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships. 4e I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>4f I recognise and challenge stereotypes. 4g I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p>4h I know where individuals, families and groups can get help and support.</p>
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