



PSHE Progression Document – Warwick Bridge Primary School



	Nursery	Reception
Positive Relationships	<p>Begin to work and play cooperatively</p> <p>Begin to form positive attachments to adults.</p> <p>Form positive attachments to adults.</p> <p>Begin to form friendships with peers.</p> <p>Begin to show sensitivity to others' needs</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form friendships with peers.</p> <p>Form positive attachments to adults</p>
Look What I can do!	<p>Follow some routine instructions.</p> <p>Give focused attention to what the teacher says and follow routine instructions.</p> <p>Manage their own personal needs, including dressing.</p>	<p>Show an ability to follow instructions involving several ideas or actions.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p> <p>Manage their own basic hygiene and personal needs, including dressing.</p>
Being Safe	<p>Begin to understand how to stay safe indoors, outdoors and online.</p>	<p>To understand how to stay safe indoors, outdoors and online.</p>
Me and My World	<p>Understanding the importance of looking after our world.</p> <p>Identify different occupations and begin to talk about them.</p> <p>Learning about people around the world.</p> <p>Understanding who helps us in our lives.</p>	<p>Understanding ways to help the environment.</p> <p>Talk about different occupations.</p> <p>Understanding who helps us within our communities.</p> <p>Learning about people around the world.</p>
Working Together	<p>Show an understanding of the feelings of others</p> <p>Abide by most of the rules in the classroom</p> <p>Begin to work and play cooperatively</p> <p>Begin to show an understanding of their own feelings</p> <p>Abide by most of the rules in the classroom and begin to understand the consequences of their behaviour</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others</p>
How I Feel	<p>Begin to show sensitivity to their own needs</p> <p>Begin to show an understanding of their own feelings and those of others</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Show sensitivity to their own and to others' needs.</p>



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My Body	Manage their own basic hygiene and personal needs	Manage their own basic hygiene and personal needs
Super Me	<p>Begin to show sensitivity to their own needs</p> <p>Recognise and celebrate abilities and achievements.</p> <p>Understand what things have a positive effect on our wellbeing.</p> <p>Develop a positive sense of self.</p> <p>Understand and celebrate that everyone is different.</p>	<p>Show sensitivity to their own and to others' needs.</p> <p>Identifying and understanding what makes me special</p> <p>Understand and celebrate that everyone is different.</p> <p>Understanding strategies for promoting wellbeing.</p> <p>Recognise and celebrate abilities and achievements</p>
Reach for the Stars	<p>Begin to show sensitivity to their own needs</p> <p>Begin to work towards simple goals</p> <p>Work towards simple goals showing an awareness to begin to control their immediate impulses, when appropriate</p> <p>Begin to try new activities with confidence and some independence</p> <p>Show confidence to try new activities with some independence and perseverance</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Understanding what resilience is and why it is important</p>



	KS1	LKS2	UKS2
Health and Wellbeing			
Safety First	<ul style="list-style-type: none"> • identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe. 	<ul style="list-style-type: none"> • identify and discuss some school rules for staying safe and healthy; • list some of the dangers we face when we are using roads, water or railways; • describe drugs, cigarettes and alcohol in basic terms; • identify some common injuries and know they can be treated with first aid; • recognise hazards and dangers in an emergency situation; • state 999 as the number to call to seek help in an emergency. 	<ul style="list-style-type: none"> • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code.
It's My Body	<ul style="list-style-type: none"> • explain how much sleep they need; • discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies. 	<ul style="list-style-type: none"> • understand the importance of sleep, exercise and healthy eating; • discuss what happens to muscles when we exercise them; • understand they can choose what happens to their body and know when a 'secret' should be shared; • explain that too much sugar is bad for health; • know the difference between medicine and harmful drugs and chemicals; • explain how germs travel and spread disease; • identify ways to protect their bodies from ill health 	<ul style="list-style-type: none"> • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.



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<p>Think Positive</p>	<ul style="list-style-type: none"> • identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still. 	<ul style="list-style-type: none"> • understand that it is important to look after our mental health; • recognise and describe a range of comfortable and uncomfortable emotions; • discuss changes people may experience in their lives and how they might make them feel; • talk about things that make them happy and help them to stay calm; • identify uncomfortable emotions and what can cause them; • discuss the characteristics of a good learner. 	<ul style="list-style-type: none"> • talk about their thoughts, feelings and behaviours; • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner.
<p>Growing Up</p>	<ul style="list-style-type: none"> • talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that peoples’ needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life; • talk about their family and ask others questions about their family 	<ul style="list-style-type: none"> • name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of family; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they are born; • identify someone they could talk to about their changing body should they need to. 	<ul style="list-style-type: none"> • name physical changes young people will experience during puberty; • describe emotional changes young people might experience during puberty; • appreciate that there is no such thing as a perfect body; • list things that all loving relationships have in common; • explain what a sexual relationship is; • understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this; • explain how babies are conceived and how they are born; • identify someone they could talk to about their changing body, should they need to.



Relationships

<p>TEAM</p>	<ul style="list-style-type: none"> • talk about the different teams they belong to; • describe how we can listen to others; • list some ways we can show kindness to others; • provide examples of friendly joking, teasing and bullying behaviours; • identify helpful and not-so-helpful thoughts; • talk about different choices we can make within our team. 	<ul style="list-style-type: none"> • talk about changes people may go through and what feelings or emotions these changes may bring; • list some helpful behaviours that support teamwork; • understand how different behaviours affect the whole team; • talk about different emotions our teammates may experience; • discuss ways we can resolve disputes within a team; • talk about how fulfilling our responsibilities benefits our team. 	<ul style="list-style-type: none"> • talk about qualities and attributes of teams they identify as successful; • talk about the importance of respectful communication; • explain what it means to compromise and collaborate; • describe ways we can care for people in our team; • list examples of unkind behaviour and talk about what we can do to help; • talk about different responsibilities we have to help the team function well.
<p>VIPs</p>	<ul style="list-style-type: none"> • explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others that they care 	<ul style="list-style-type: none"> • talk about ways we can show respect to our VIPs both online and offline; • talk about different ways to make new friends; • talk about ways we can tell whether a relationship is healthy or unhealthy; • describe positive resolutions we can use to solve a dispute in a friendship; • list different forms of bullying and suggest effects of these; • identify people and organisations who can offer support if we or someone we know is being bullied. 	<ul style="list-style-type: none"> • share ideas for ways we can care for our VIPs; • identify some aspects of healthy and unhealthy relationships; • discuss a range of calming techniques with support; • discuss ways to handle a disagreement with support; • explain ways to resist pressure with support; • identify which secrets are OK to keep and which need to be shared with support; • list factors that might show a relationship is unhealthy
<p>Be Yourself</p>	<ul style="list-style-type: none"> • identify their own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; 	<ul style="list-style-type: none"> • list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; 	<ul style="list-style-type: none"> • discuss scenarios where children are torn between ‘fitting in’ and being true to themselves; • explain how to communicate their feelings in different situations;



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	<ul style="list-style-type: none"> • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings. 	<ul style="list-style-type: none"> • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow. 	<ul style="list-style-type: none"> • discuss different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends.
Digital Wellbeing	<ul style="list-style-type: none"> • identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true. 	<ul style="list-style-type: none"> • identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use 	<ul style="list-style-type: none"> • identify the benefits and risks of the Internet; • understand it is important to look after their digital wellbeing; • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it stop; • explain that not all online information is true.
Living in the Wider World			
Aiming High	<ul style="list-style-type: none"> • discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; 	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; 	<ul style="list-style-type: none"> • discuss their personal achievements and skills; • discuss different learning styles; • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees;



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	<ul style="list-style-type: none"> • discuss what they are looking forward to about next year. 	<ul style="list-style-type: none"> • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs 	<ul style="list-style-type: none"> • work with others in a team; • discuss the skills everyone needs to succeed.
One World	<ul style="list-style-type: none"> • talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared. 	<ul style="list-style-type: none"> • describe similarities and differences between people’s lives; • identify opinions that are different from their own; • express their own opinions; • recognise that their actions impact on people in different countries; • know what climate change is; • know there are organisations working to help people in challenging situations in other communities. 	<ul style="list-style-type: none"> • explain what a global citizen is; • say what global warming is; • understand that human energy use can harm the environment; • understand the importance of not wasting water; • understand what biodiversity is; • understand that their choices can have far reaching consequences.
Diverse Britain	<ul style="list-style-type: none"> • identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British 	<ul style="list-style-type: none"> • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them. 	<ul style="list-style-type: none"> • talk about the range of faiths and ethnicities in Britain; • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; • talk about the role of charities and voluntary groups in the community
Money Matters	<ul style="list-style-type: none"> • discuss things they can buy in the shops; • talk about different sources that money can come from; • identify things they want; • identify things they need; 	<ul style="list-style-type: none"> • discuss where money comes from; • talk about reasons people go to work; • discuss payment resources we can use to spend money; 	<ul style="list-style-type: none"> • talk about what financial risk is; • discuss the ways advertisers try to influence consumers; • identify what it means to be a ‘critical consumer’;



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	<ul style="list-style-type: none">• talk about ways we can keep track of what we spend;• discuss ways they can keep money safe;• discuss some methods of payment.	<ul style="list-style-type: none">• consider why and how people might borrow money;• discuss the choices we have about how to spend our money;• explain ways we can keep track of what we spend.	<ul style="list-style-type: none">• describe what 'value for money' means;• talk about what it means to budget;• discuss how money can affect people's emotions;• talk about ethical spending;• talk about what tax is.
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