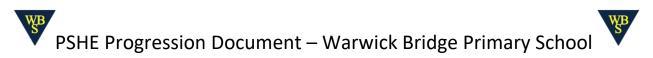


	Nursery	Reception
Positive	Begin to work and play cooperatively	Work and play cooperatively and take turns with others.
Relationships	Begin to form positive attachments to adults.	Form friendships with peers.
	Form positive attachments to adults.	Form positive attachments to adults
	Begin to form friendships with peers.	
	Begin to show sensitivity to others' needs	
Look What I can	Follow some routine instructions.	Show an ability to follow instructions involving several ideas or
do!	Give focused attention to what the teacher says and follow routine	actions.
uo:	instructions.	Give focused attention to what the teacher says, responding
	Manage their own personal needs, including dressing.	appropriately even when engaged in activity.
	Wanage their own personal needs, merdaning dressing.	Manage their own basic hygiene and personal needs, including
		dressing.
Being Safe	Begin to understand how to stay safe indoors, outdoors and online.	To understand how to stay safe indoors, outdoors and online.
Me and My World	Understanding the importance of looking after our world.	Understanding ways to help the environment.
	Identify different occupations and begin to talk about them.	Talk about different occupations.
	Learning about people around the world.	Understanding who helps us within our communities.
	Understanding who helps us in our lives.	Learning about people around the world.
Working Together	Show an understanding of the feelings of others	Show an understanding of their own feelings and those of others,
0 0	Abide by most of the rules in the classroom	and begin to regulate their behaviour accordingly.
	Begin to work and play cooperatively	Work and play cooperatively and take turns with others
	Begin to show an understanding of their own feelings	
	Abide by most of the rules in the classroom and begin to understand the	
	consequences of their behaviour	
How I Feel	Begin to show sensitivity to their own needs	Show an understanding of their own feelings and those of others,
How I Feel	,	and begin to regulate their behaviour accordingly.
	Begin to show an understanding of their own feelings and those of others	
		Show sensitivity to their own and to others' needs.



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

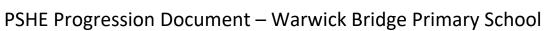




# PSHE Progression Document – Warwick Bridge Primary School

	KS1	LKS2	UKS2
	ŀ	lealth and Wellbeing	
Safety First	<ul> <li>identify some everyday dangers;</li> <li>understand some basic rules that help keep people safe;</li> <li>know what to do if they feel in danger;</li> <li>identify some dangers in the home;</li> <li>identify some dangers outside;</li> <li>identify which information they should never share on the Internet;</li> <li>know that their private body parts are private;</li> <li>recall the number to call in an emergency;</li> <li>list some people who can help them stay safe.</li> </ul>	<ul> <li>identify and discuss some school rules for staying safe and healthy;</li> <li>list some of the dangers we face when we are using roads, water or railways;</li> <li>describe drugs, cigarettes and alcohol in basic terms;</li> <li>identify some common injuries and know they can be treated with first aid;</li> <li>recognise hazards and dangers in an emergency situation;</li> <li>state 999 as the number to call to seek help in an emergency.</li> </ul>	<ul> <li>describe what a dare is and identify situations involving peer pressure;</li> <li>know when to seek help in risky or dangerous situations;</li> <li>identify and discuss some school rules for staying safe and healthy;</li> <li>recall the number to dial in an emergency;</li> <li>list some of the hazards they might find at home;</li> <li>understand some substances at home can be dangerous;</li> <li>list some of the dangers we face when we are around roads, railways or water;</li> <li>know the key points of the firework code.</li> </ul>
It's My Body	<ul> <li>explain how much sleep they need;</li> <li>discuss why exercise is good for them;</li> <li>understand they can choose what happens to their bodies;</li> <li>list healthy snacks;</li> <li>know to ask a trusted adult if uncertain about whether something is safe to eat or drink;</li> <li>demonstrate hygienic ways to look after their bodies.</li> </ul>	<ul> <li>understand the importance of sleep, exercise and healthy eating;</li> <li>discuss what happens to muscles when we exercise them;</li> <li>understand they can choose what happens to their body and know when a 'secret' should be shared;</li> <li>explain that too much sugar is bad for health;</li> <li>know the difference between medicine and harmful drugs and chemicals;</li> <li>explain how germs travel and spread disease;</li> <li>identify ways to protect their bodies from ill health</li> </ul>	<ul> <li>understand that they can choose what happens to their own bodies;</li> <li>know where and how to get help if they are worried;</li> <li>understand the importance of sleep, exercise and healthy eating;</li> <li>identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;</li> <li>identify positive aspects about themselves;</li> <li>discuss the choices related to health that they make each day;</li> <li>identify choices that will benefit their health and provide a 'balanced lifestyle';</li> <li>identify ways to protect their bodies from ill health.</li> </ul>







#### Think Positive

- 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.

- 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.

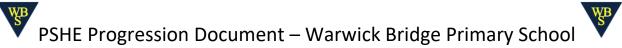
- talk about their thoughts, feelings and behaviours;
- identify unhelpful and helpful thoughts;
- suggest outcomes linked to certain thoughts, feelings and actions;
- discuss ways in which positive thinking can be beneficial;
- identify and discuss uncomfortable emotions;
- identify common choices we have to make in life;
- use basic mindfulness techniques, when guided;
- describe what makes a good learner.

#### **Growing Up**

- 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

- 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.

- 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	
TEAM	<ul> <li>talk about the different teams they belong to;</li> <li>describe how we can listen to others;</li> <li>list some ways we can show kindness to others;</li> <li>provide examples of friendly joking, teasing and bullying behaviours;</li> <li>identify helpful and not-so-helpful thoughts;</li> <li>talk about different choices we can make within our team.</li> </ul>	<ul> <li>talk about changes people may go through and what feelings or emotions these changes may bring;</li> <li>list some helpful behaviours that support teamwork;</li> <li>understand how different behaviours affect the whole team;</li> <li>talk about different emotions our teammates may experience;</li> <li>discuss ways we can resolve disputes within a team;</li> <li>talk about how fulfilling our responsibilities benefits our team.</li> </ul>	<ul> <li>talk about qualities and attributes of teams they identify as successful;</li> <li>talk about the importance of respectful communication;</li> <li>explain what it means to compromise and collaborate;</li> <li>describe ways we can care for people in our team;</li> <li>list examples of unkind behaviour and talk about what we can do to help;</li> <li>talk about different responsibilities we have to help the team function well.</li> </ul>
VIPs	<ul> <li>explain who the special people in their lives are;</li> <li>talk about the importance of families;</li> <li>describe what makes someone a good friend;</li> <li>know how to resolve an argument in a positive way;</li> <li>know the skills involved in successful cooperation;</li> <li>identify a way to show others that they care</li> </ul>	<ul> <li>talk about ways we can show respect to our VIPs both online and offline;</li> <li>talk about different ways to make new friends;</li> <li>talk about ways we can tell whether a relationship is healthy or unhealthy;</li> <li>describe positive resolutions we can use to solve a dispute in a friendship;</li> <li>list different forms of bullying and suggest effects of these;</li> <li>identify people and organisations who can offer support if we or someone we know is being bullied.</li> </ul>	<ul> <li>share ideas for ways we can care for our VIPs;</li> <li>identify some aspects of healthy and unhealthy relationships;</li> <li>discuss a range of calming techniques with support;</li> <li>discuss ways to handle a disagreement with support;</li> <li>explain ways to resist pressure with support;</li> <li>identify which secrets are OK to keep and which need to be shared with support;</li> <li>list factors that might show a relationship is unhealthy</li> </ul>
Be Yourself	<ul> <li>identify their own special traits and qualities;</li> <li>identify and name common feelings;</li> <li>select times and situations that make them feel happy;</li> </ul>	<ul> <li>list some of their achievements and say why they are proud of them;</li> <li>identify facial expressions associated with different feelings;</li> </ul>	<ul> <li>discuss scenarios where children are torn between 'fitting in' and being true to themselves;</li> <li>explain how to communicate their feelings in different situations;</li> </ul>

PSHE Progression Doc	ument – Warwick Bridge Primar	y School
talk about what makes them feel unhappy or	<ul> <li>describe some strategies that they could</li> </ul>	<ul> <li>discuss different</li> </ul>
cross;	use to help them cope with uncomfortable	feelings;
• explain how change and loss make them feel;	feelings;	<ul> <li>discuss which sit</li> </ul>

- understand the importance of sharing their thoughts and 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.

- nt ways to manage uncomfortable
- 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**

- 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.

- 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

- 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.

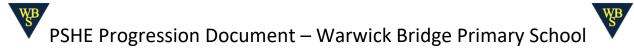
## Living in the Wider World

### Aiming High

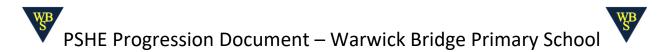
- discuss their star qualities;
- identify what a positive learning attitude is;
- talk about jobs they can do when they grow
- discuss what skills and interests are needed for different jobs;
- talk about hopes they have for the future;

- discuss their personal achievements and skills;
- identify what a positive learning attitude
- talk about a range of jobs that people do:
- discuss what skills and interests are needed for different jobs;

- 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;



	discuss what they are looking forward to about next year.	<ul> <li>talk about jobs they might like to do in the future;</li> <li>discuss what skills they might need to do certain jobs</li> </ul>	<ul><li>work with others in a team;</li><li>discuss the skills everyone needs to succeed.</li></ul>
One World	<ul> <li>talk about special people in their life and say why they are special;</li> <li>talk about different homes around the world and identify how they are the same as and different from their own;</li> <li>describe what their school is like;</li> <li>explain what an environment is;</li> <li>explain what natural resources are and identify how people use them;</li> <li>say what they love about the world in which they live and describe how they would feel if these things disappeared.</li> </ul>	<ul> <li>describe similarities and differences between people's lives;</li> <li>identify opinions that are different from their own;</li> <li>express their own opinions;</li> <li>recognise that their actions impact on people in different countries;</li> <li>know what climate change is;</li> <li>know there are organisations working to help people in challenging situations in other communities.</li> </ul>	<ul> <li>explain what a global citizen is;</li> <li>say what global warming is;</li> <li>understand that human energy use can harm the environment;</li> <li>understand the importance of not wasting water;</li> <li>understand what biodiversity is;</li> <li>understand that their choices can have far reaching consequences.</li> </ul>
	a identify groups and communities that they	a describe what it is like to live in Dritain.	a tall, about the range of faiths and athnisitios
Diverse Britain	<ul> <li>identify groups and communities that they belong to;</li> <li>explain how to be a good neighbour;</li> <li>pick out things that harm and things that help a neighbourhood;</li> <li>describe what it is like to live in Britain;</li> <li>identify similarities and differences between British people;</li> <li>talk about what makes them feel proud of being British</li> </ul>	<ul> <li>describe what it is like to live in Britain;</li> <li>talk about what democracy is;</li> <li>talk about what rules and laws are;</li> <li>talk about what liberty means;</li> <li>describe a diverse society;</li> <li>describe what being British means to them.</li> </ul>	<ul> <li>talk about the range of faiths and ethnicities Britain;</li> <li>explain how and why laws are made;</li> <li>explain what a community is;</li> <li>discuss some roles of local government;</li> <li>describe the basic structure of national government;</li> <li>talk about the role of charities and voluntary groups in the community</li> </ul>
	_		
Money Matters	<ul> <li>discuss things they can buy in the shops;</li> <li>talk about different sources that money can come from;</li> <li>identify things they want;</li> <li>identify things they need;</li> </ul>	<ul> <li>discuss where money comes from;</li> <li>talk about reasons people go to work;</li> <li>discuss payment resources we can use to spend money;</li> </ul>	<ul> <li>talk about what financial risk is;</li> <li>discuss the ways advertisers try to influence consumers;</li> <li>identify what it means to be a 'critical consumer';</li> </ul>



- talk about ways we can keep track of what we spend;
- discuss ways they can keep money safe;
- discuss some methods of payment.
- 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.
- 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.