

Downsway Primary PSHE Progression

Being me, Celebrating differences and Dreams and Goals						
Key Stage 1			Key Stage 2			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me <i>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</i>	I understand the rights and responsibilities as a member of the class.	I can identify my hopes and fears.	I understand that everybody's family is different and important to them.	I understand that sometimes we make assumptions based on people's appearance.	I can face new challenges positively and can set new goals	I can identify goals for the future and understand fears and worries about the future.
Celebrating differences <i>Identifying talents Being special Families Where we live Making friends Standing up for yourself</i>	I can recognise the choices I make and understand the consequences.	I can understand the rights and responsibilities for being a member of my class and school	I understand that different and conflicts sometimes happen among family members.	I understand what influences me to make assumptions.	I understand my right and responsibilities as a British citizen and as a member of my school.	I know the universal right for all children but know that for many children these rights are not met.
Dreams and Goals <i>Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</i>	I can identify similarities and difference between people in my class	I can listen to other people and contribute my own ideas about rewards and consequences.	I know what it means to be a witness to bullying.	I know that bullying is hard to spot and I know what to do if I see it going on.	I can make choices about my own behaviour because I understand how rewards and consequences feel.	I understand that my actions affect others locally and globally.
	I can tell you what bullying is and know who to speak to if I feel unhappy or being bullied.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I know that witnesses can make the situation better or worse by what they do.	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.	I understand how an individual's behaviour can impact on a group.	I understand how democracy and having a voice benefits the school community.
	I know how to make new friends.	I understand that bullying is sometimes about differences.	I recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone's feelings and what the consequences were.	I can identify what is special about me and value the ways in which I am unique	I understand how democracy and having a voice benefits the school community and know how to participate in this.	I understand there are different perceptions about what normal means. I can explain ways in which difference can be a source of conflict and a cause for celebration.
	I can tell you some ways I am different from my friends.	I can recognise what is right and wrong and know how to look after myself.	I recognise my worth and can identify positive things about myself and my achievements-I can set goals.	I can tell you about my dreams and hopes.	I understand that cultural differences sometimes cause conflict.	I understand how having a disability could affect someone's life. I can give examples of people with disabilities who lead amazing lives.

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	I can set a simple goal and work out how to achieve it.	I can choose a realistic goal and persevere when I find tasks difficult.	I can face new challenges positively, make responsible choices and ask for help when I need it.	I know that hopes and dreams do not always come true and that this can hurt. I know how reflecting on positive experiences can help me counteract disappointment.	I understand what racism is.	I can explain some of the ways in which one person or a group can have power over another.
	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.	I can recognise who it is easy for me to work with and who it is more difficult for me to work with.	I understand that my actions affect myself and others and I care about other people's feelings. I know that my actions affect others and try to see things from their point of view.	I can set new goals and work out the steps to achieving them.	Understand how rumour-spreading and name calling can be bullying behaviours. I can explain the differences between direct and indirect bullying.	I know some the reasons why people use bullying behaviours.
					I can compare my life with people in the developing world.	
					I know about a range of jobs carried out and have explore how much people earn in different jobs. I can identify a job I would like to do in the future and what I need to do to achieve it.	
					I understand that communicating with someone in a different culture means we can learn from each other.	
					I can encourage my peers to support young people here and abroad to meet their aspirations.	

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Changing Me – including sex education Some elements of this will be covered in Science lessons						
Key Stage 1			Key Stage 2			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Bodies Respecting my body	I am starting to understand the life cycles of animals and humans.	I can recognise cycles of life in nature.	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.	Understand that some personal characteristics have come from my birth parents and this has happened because I am made from the joining of their egg and sperm.	I am aware of my own self-image and how my body image fits into that. (Respectful relationships)	I am aware of my own self-image and how my body image fits into that. (Respectful relationships)
Growing up Growth and change	I can tell you some things about me that have changed and some things that have stayed the same.	I can tell you about the natural process of growing from young to old and understand that this is not in my control.	I understand how babies grow and I develop in the mother's uterus. I understand what a baby needs to live and grow.	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.	I can explain how a girls's body changes during puberty and understand the importance of looking after yourself physically and emotionally (Mental wellbeing)	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. (Mental wellbeing)
Fun and fears	I can tell you how my body has changed since I was a baby.	I can recognise the physical differences between boys and girls, use the correct scientific names for parts of the body (including penis, testicles, vagina) Appreciate that some parts of my body are private. (Being Safe)	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.	Describe how a girl's body changes in order for her to be able to have babies menstruation. (Changing adolescent body)	I can describe how boys' and girls' bodies change during puberty.	I can ask the questions I need answered about changes during puberty. (Science Upper KS2)
Celebrations	I can identify the parts of the body that make boys different to girls and can use the correct scientific names-penis, testicles, vagina.	I understand there are different types of touch and can tell you which ones I like and don't like. NSPCC PANTS rule (Being Safe)	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.		I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.	I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.
			I understand there are different types of touch and can tell you which ones I		I can identify what I am looking forward to about becoming a teenager and	I understand how being physically attracted to someone changes the

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			like and don't like. NSPCC PANTS rule (Being Safe)		understand this brings growing responsibilities (age of consent). (Mental Well being)	nature of the relationship. (Respectful relationships)
			I can start to recognise stereotypical ideas I might have about parenting and family roles. (Families and people who care for me)			

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Healthy Me						
Some elements of this will be covered in PE and Science lessons						
Key Stage 1			Key Stage 2			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exercising bodies Physical activity	I understand the difference between healthy and unhealthy and can make healthy choices	I know what I need to keep my body healthy	I understand how exercise affects by body and know why my heart and lungs are such important organs.	I know myself well enough to have a clear picture of what I believe is right and wrong.	I know the health risks of smoking and can tell you how it affects the lungs.	I know the impact of food on my body e.g. creating energy, giving comfort and altering mood.
Healthy food	I know how to keep myself clean and healthy, and understand how germs cause disease/illness.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.	I can tell you my knowledge and attitude towards drugs. I understand that, like medicines, some household substances can be harmful if not used correctly.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want.	I know some of the risks of misusing alcohol, including antisocial behaviour and how it affects the liver and heart.	I know about different types of drugs and their uses and their effects on the body. I can evaluate when alcohol is being used responsibly, antisocially or being misused
Sleep	I know that all household products including medicines can be harmful. I understand that medicines can help me if I feel poorly and I know how to use them safely.	I understand how medicines work in my body and how important it is to use them safely	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.	I understand the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons some people drink alcohol.	I know and can carry out basic first aid procedures.	I know and can carry out basic first aid procedures. I understand what it means to be emotionally well.
Keeping clean	I know how to keep safe when crossing the road and about people who can help me to stay safe.	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can make some healthy snacks and explain why they are good for my body.	I understand how complex my body is and how important it is to take care of it.		I understand how the media and celebrity culture promotes certain body types.	I can recognise triggers when I feel stressed and how stress can cause alcohol misuse.
Safety					I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	

Relationships						
Some elements will be taught in ICT lessons						
Key Stage 1			Key Stage 2			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family life	I can identify the members of my family and understand that there are lots of different types of families. (Families and people who care for me)	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. (Families and people who care for me)	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. (Families and people who care for me)	I can recognise how different friendship groups are formed and how I fit into them. (Caring friendships)	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. (Caring friendships)	I can identify the most significant people to be in my life so far. (Families and people who care for me)
Friendships Breaking friendships Falling out Being a good friend	I can identify what being a good friend means to me. (Caring Friendships)	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not (Families and people who care for me)	I can identify and put into practice some of the skills of friendships e.g. turn taking, being a good listener. (Caring Friendships)		I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean. (Respectful relationships) (People who care for me) (Being safe)	I know some of the feelings we can have when someone dies or leaves. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. (Mental well-being)
Dealing with bullying	I know appropriate ways of physical contact to greet my friends and know which ways I prefer. (Being Safe)	I can identify some of the things that cause conflict with my friends. (Caring Friendships)	I know and can use some strategies for keeping myself safe. (Being Safe)	Identify web of relationships I am part of. (Families and people who care for me) (Caring friendships) (Respectful relationships) (Online relationships)	I understand how to stay safe when using technology to communicate with my friends. (Internet safety and harms)	I can recognise when people are trying to gain power or control. (Respectful relationships) (Being safe)
	I know who can help me in the school community. (Being Safe)	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. (Being Safe)	I can explain how some of the actions and work of people around the world help and influence my life. (Respectful relationships)			I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. (Internet safety and harms)
	I can recognise my qualities as a person and a friend. (Caring Friendships)	I can recognise and appreciate people who can help me in my family, my school and community. (Families and	I understand how my needs and rights are shared by children around the world and can identify how our lives may be difference.	Identify someone I love and express why they are special to me. (Families and people who care for me)		I can use technology positively and safely to communicate with my friends and family. (Online relationships)

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		people who care for me	(Families and people who care for me)			(Internet safety and harms)
	I can tell you why I appreciate someone who is special to me. (Families and people who care for me)		I know how to express my appreciation to my friends and family. (Respectful relationships)	Begin to discuss someone I no longer see-death. (Mental Well being)		I can identify what I am looking forward to and what worries me about the transition to secondary school. (Mental Well being)
	Changes- I can tell you about changes that have happened in my life. (Mental Well being)		I can identify what I am looking forward to when I am in Year 4. (Mental Well being)	Different point of view; animal rights. Special pets. Know how to show love and appreciation to the people and animals who are special to me. (Respectful relationships)		
				Changes- identifying changes that are out of my control and identify changes the chd are looking forward to next year. (Mental Well being)		