



# St. Peter's C of E Primary School – PSHE Curriculum Progression



## EYFS - Maple and Oak

### Personal, Social and Emotional Development

#### Self-Regulation




Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  
 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  
 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  
 Explain the reasons for rules, know right from wrong and try to behave accordingly.  
 Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

Work and play cooperatively and take turns with others.  
 Form positive attachments to adults and friendships with peers.  
 Show sensitivity to their own and to others' needs.

	KS1 Hawthorn, Rowan and Beech 	LKS2 Larch, Willow and Alder 	UKS2 Ash, Sycamore and Elm 
Being Me In My World	<p>Pupils are taught:</p> <ul style="list-style-type: none"> <li>I know how to tell you something positive that I like about being in my class.</li> <li>I know how to say how I help make my class a happy and safe place.</li> <li>I know how to explain why my class is a happy and safe place to learn.</li> <li>I know how to give different examples where I or others make my class happy and safe.</li> <li>I know how to explain why I have a right to learn in a happy and safe class.</li> <li>I know how to explain how everyone in my class has responsibilities to make our class happy and safe.</li> <li>I know how to tell you some things that make my class a safe and fair place.</li> <li>I know how to say how I feel about my class and why I like it being safe and fair.</li> <li>I know how to explain why my behaviour can impact on other people in my class.</li> <li>I know how to compare my own and my friends' choices and can express why some choices are better than others.</li> <li>I know how to justify the choices I make to help keep my class and school a safe and fair place.</li> <li>I know how to give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</li> </ul>	<p>Pupils are taught:</p> <ul style="list-style-type: none"> <li>I know how to name some of the responsible choices I make in school.</li> <li>I know how to tell you who I know how to go to for help if I need it.</li> <li>I know how to give you some examples of how to work/play well with others.</li> <li>I know how to explain how my behaviour can affect how others feel and behave.</li> <li>I know how to explain why it is important to have rules and how that helps me and others in my class learn. I know how to explain why it is important to feel valued.</li> <li>I know how to evaluate different choices that I, or others might make in school and explain what the consequences might be. I know how to link these choices to the need for rules, rights and responsibilities.</li> <li>I know how to express and respond appropriately to others' feelings and explain why they may be feeling that way. I know how to offer help to myself and others to feel valued.</li> <li>I know how to tell you why my school is a community and some of the different roles people have in it.</li> <li>I know how to say how it feels to be part of a positive school community and to be listened to.</li> <li>I know how to explain why being listened to and listening to others is important in my school community.</li> <li>I know how to explain why being democratic is important and can help me and others feel valued.</li> <li>I know how to problem-solve and offer different solutions to help my team/ class/ school be more democratic.</li> <li>I know how to justify why being in a democracy helps people feel valued and is fair.</li> </ul>	<p>Pupils are taught:</p> <ul style="list-style-type: none"> <li>I know how to give some examples of people in my country who have different lives to mine.</li> <li>I know how to tell you why being part of a community is positive and why it is important that the community is a fair one.</li> <li>I know how to compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</li> <li>I know how to explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</li> <li>I know how to evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</li> <li>I know how to explain why rights and responsibilities contribute to making groups effective.</li> <li>These groups could be in school and/or from a community context.</li> <li>I know how to tell you how some of my choices affect others locally and globally.</li> <li>I know how to tell you how I try to make others feel valued by understanding their feelings and doing something positive.</li> <li>I know how to explain how my choices can have an impact on people in my immediate community and globally.</li> <li>I know how to empathise with others in my community and globally and explain how this can influence the choices I make.</li> <li>I know how to compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I know how to infer some universal rights and responsibilities that we share.</li> <li>I know how to explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Celebrating Difference</p>	<p>Pupils are taught:</p> <p>I know how to talk about one thing that makes me different from my friends and one thing that we have in common.</p> <p>I know how to tell you ways that I could be kind to other people in my class.</p> <p>I know how to tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I know how to explain what bullying is and how being bullied might make somebody feel.</p> <p>I know how to explain why being unique and special is important.</p> <p>I know how to explain why bullying might happen and I know how to offer strategies to help the person who is being bullied.</p> <p>I know how to name some differences and similarities between me and other people in my class.</p> <p>I know how to give a reason why a friend is special to me.</p> <p>I know how to explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I know how to explain how it feels to have a friend and be a friend.</p> <p>I know how to also explain why it is OK to be different from my friends.</p> <p>I know how to justify why gender stereotypes are not always fair. I know how to also explain why differences can make some people bully other people.</p> <p>I know how to offer strategies that allow me to stand up for myself and my friends.</p>	<p>Pupils are taught:</p> <p>I know how to tell you about a conflict that I have witnessed or been involved with.</p> <p>I know how to tell you how a conflict that I have seen or been involved with made me feel.</p> <p>I know how to describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I know how to tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p> <p>I know how to explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I know how to explain the effect this had on relationships.</p> <p>I know how to explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I know how to suggest ways that I might act in these situations.</p> <p>I know how to tell you about my first impressions of someone.</p> <p>I know how to give a reason why sometimes people don't tell about a bullying situation.</p> <p>I know how to say why it is good to try to get to know someone before making judgements about them.</p> <p>I know how to tell you a time when my first impression of someone changed as I got to know them.</p> <p>I know how to also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I know how to explain why it is good to accept myself and others for who we are.</p> <p>I know how to explain how first impressions can be misleading.</p> <p>I know how to appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>I know how to explain how I form opinions about myself and other people and what might influence me about that.</p>	<p>Pupils are taught:</p> <p>I know how to give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel.</p> <p>I know how to tell you why it is important to respect my own and other people's cultures.</p> <p>I know how to explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I know how to explain why racism and other forms of discrimination are unkind. I know how to express how I feel about discriminatory behaviour.</p> <p>I know how to consider a range of bullying behaviours and explain the impact these may have on everyone involved. I know how to also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>I know how to recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I know how to suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p> <p>I know how to tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I know how to say how I feel about people experiencing conflict in their lives because they are different.</p> <p>I know how to explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I know how to show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>I know how to explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I know how to express my own attitudes towards people who are different and empathise with their circumstances.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dreams and Goals</p>	<p>Pupils are taught:</p> <p>I know how to tell you about a challenge and what I did well.  I know how to say why a challenge made me feel good about myself.  I know how to explain how I feel when I am successful and how this can be celebrated positively.  I know how to say why my internal treasure chest is an important place to store positive feelings.  I know how to explain what helped me to succeed in a learning challenge and explain how this made me feel.  I know how to explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.  I know how to tell you what I did to help my group create an end product.  I know how to say how I felt about working in a group.  I know how to explain how I played my part in a group and the parts other people played to create an end product. I know how to explain how our skills complemented each other.  I know how to explain how it felt to be part of a group and can identify a range of feelings about group work.  I know how to analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.  I know how to identify a range of feelings about working in a group. I know how to analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	<p>Pupils are taught:</p> <p>I know how to tell you something I did well in a learning challenge and something I want to get better at.  I am happy to talk about what I did well and say why it makes me feel good.  I know how to explain the different ways that help me learn and what I need to do to improve.  I am confident and positive when I share my success with others. I know how to explain how these feelings can be stored in my internal treasure chest and why this is important.  I know how to analyse my learning strengths and use this to design clear steps to help me improve.  I am confident to discuss my successes and difficulties with others. I know how to analyse these feelings and explain how they can assist me in the future.  I know how to that sometimes things can go wrong and can tell you why it is good to try again.  I know how to how it feels to be disappointed and can tell you ways to stay positive.  I know how to plan and set new goals even after a disappointment.  I know how to explain what it means to be resilient and to have a positive attitude.  I know how to deal with disappointment by analysing what went wrong and I know how to use these experiences to make new plans to avoid similar obstacles.  I know how to explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	<p>Pupils are taught:</p> <p>I know how to tell you about my dreams and goals and also some that young people from different cultures might have.  I know how to tell you how I feel about my dreams and goals.  I know how to compare my hopes and dreams with those of young people from different cultures.  I know how to reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.  I know how to explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.  I know how to evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.  I know how to tell you about something I know how to do with others that makes the world a better place.  I know how to tell you how making the world a better place makes me feel.  I know how to explain different ways to work with others to help make the world a better place.  I know how to explain what motivates me to make the world a better place.  I know how to analyse and justify why my group chose an activity and how this contributes to making the world a better place.  I know how to explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Healthy Me</p>	<p>Pupils are taught:</p> <p>I know how to tell you something amazing about how my body works and something I need to do to keep it safe and healthy.  I know how to that my body is special and I need to take care of it.  I know how to explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.  I know how to give examples of when being healthy can help me feel happy.  I know how to explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.  I know how to suggest how my body might come to harm if I make unhealthy choices.  I know how to explain how healthy choices affect the way I feel about myself and help to make me happy.  I know how to tell you some things I know how to put in or on my body to keep it healthy.  I know how to say how I feel about being healthy.  I know how to explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.  I know how to compare my own and my friends' choices and can express how it feels to make healthy and safe choices.  I know how to justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.  I know how to give evidence as to why my own and my friends' choices are healthy / less healthy. I know how to also evaluate how it feels to make healthy and less healthy choices.</p>	<p>Pupils are taught:</p> <p>I know how to name some things I need to keep myself safe from and ways to stay healthy. I know how to tell you who I know how to go to for help if I feel unsafe/ unwell.  I know how to how to tell someone if I feel scared/unwell.  I know how to identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.  I know how to express how being anxious/ scared and unwell feels.  I know how to judge the levels of risk involved in different situations and I know how to select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom and how to make a call to emergency services.  I know how to express and respond appropriately to feelings of anxiety or fear or when I feel unwell.  I know how to tell you how I would say 'no' if someone tried to make me do something that I know how to is wrong or bad for me.  I know how to say how it feels when someone else is pushing me to do something.  I know how to recognise when people are putting me under pressure and can explain ways to resist this when I want to.  I know how to identify feelings of anxiety and fear associated with peer pressure.  I know how to problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.  I know how to identify feelings of anxiety and fear associated with peer pressure and I know how to manage these to help me make safe and healthy choices.</p>	<p>Pupils are taught:</p> <p>I know how to give some reasons why people may worry about how they look, and I know how to describe healthy and unhealthy ways that people use food and substances in their lives.  I know how to tell you why my body is good the way it is.  I know how to explain different roles that food and substances can play in people's lives. I know how to also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.  I know how to summarise different ways that I respect and value my body.  I know how to evaluate the different roles food and substances can play in people's lives. I know how to also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.  I respect and value my body and health, and can consider the part this plays in maintaining my self-confidence.  I know how to tell you how substance misuse has an unhealthy impact on the body and mind.  I know how to tell you how I try to keep myself emotionally healthy.  I know how to explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.  I know how to identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.  I know how to give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.  I know how to reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>
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Relationships	<p>Pupils are taught:</p> <p>I know how to name some people who are special to me. I know how to tell you ways they help me stay safe and feel special.</p> <p>I know how to tell you why I like some people and who I might go to for help if I need it.</p> <p>I know how to explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I know how to also explain how my qualities help these relationships.</p> <p>I know how to give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>I know how to suggest different ways to show appreciation for other people and how to recognise their appreciation for me.</p> <p>I know how to also explain how this helps me feel safe and good about myself.</p> <p>I know how to explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I know how to also explain how my behaviour affects others.</p> <p>When talking about my relationships with others I know how to tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.</p> <p>I know how to tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.</p> <p>I know how to explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I know how to give examples of some different problem-solving techniques and explain how I might use them in</p> <p>I know how to justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>I know how to appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	<p>Pupils are taught:</p> <p>I know how to give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries.</p> <p>I know how to tell you how I depend on other people and how other people depend on me.</p> <p>I know how to explain how my life is influenced positively by people I know how to and also by people from other countries.</p> <p>I know how to explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>I know how to explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I know how to express a sense of the responsibility we have for each other because of these connections.</p> <p>I know how to tell you some different ways that I know how to show love for special people and animals.</p> <p>I know how to tell you how it might feel to miss a special person or animal.</p> <p>I know how to recognise how people are feeling when they miss a special person or animal.</p> <p>I know how to give ways that might help me manage my feelings when missing a special person or animal.</p> <p>I know how to give reasons why people may experience a range of feelings associated with personal loss.</p> <p>I know how to offer and evaluate solutions to help manage personal loss.</p>	<p>Pupils are taught:</p> <p>I know how to tell you about different types of friendship and ways these might change. I know how to also tell you some basic rules about how to stay safe when using technology to communicate with my friends.</p> <p>I know how to tell you why some feelings might lead to someone using technology to harm me or others.</p> <p>I know how to compare different types of friendships and the feelings associated with them. I know how to also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I know how to apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>I know how to justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.</p> <p>I know how to appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p> <p>I know how to say how people might feel if they lose someone special to them.</p> <p>I know how to also give some examples of when people might try to control or gain power over others.</p> <p>I know how to tell you some ways that I know how to manage my feelings and ways of standing up for myself in real and online situations.</p> <p>I know how to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I know how to explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I know how to offer strategies to help me manage these feelings and situations.</p> <p>I know how to explain why people may experience a range of feelings associated with loss. I know how to also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I know how to consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I know how to also appraise the effectiveness of different strategies to help me manage my feelings.</p>
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Changing Me	<p>Pupils are taught:</p> <p>I know how to tell you some ways that I have changed since being a baby and I know how to the main body parts that make boys and girls different. I know how to some of the correct names for these and that they are private.</p> <p>I know how to tell you some things that will change for me and how I feel about this.</p> <p>I know how to compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I know how to use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I know how to explain why some changes I might experience might feel better than others.</p> <p>I know how to use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I know how to also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I know how to suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I know how to offer some ideas about how I could manage feelings that are worrying or sad.</p> <p>I know how to tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I know how to use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I know how to tell you something that I like/dislike about being a boy/girl and something that I like/ dislike about getting older.</p> <p>I know how to use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I know how to explain why some types of touches feel OK and others don't.</p> <p>I know how to tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p> <p>I know how to explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I know how to talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I know how to explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I know how to explain why other people may feel differently to me and give some examples.</p>	<p>Pupils are taught:</p> <p>I know how to tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know how to these changes are connected to making babies.</p> <p>I know how to tell you something I like and something that worries me about the idea of growing up.</p> <p>I know how to explain how boys' and girls' bodies change on the inside/outside 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.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p>I know how to describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I know how to express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p> <p>I know how to tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation).</p> <p>I know how to tell you about some of the changes that will happen to me physically and emotionally and I know how to express how I feel about some of these.</p> <p>I know how to summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I know how to explain some of the choices I might make in the future and some of the choices that I have no control over. I know how to offer some suggestions about how I might manage my feelings when changes happen.</p> <p>I know how to give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p> <p>I know how to consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes.</p> <p>I know how to also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>	<p>Pupils are taught:</p> <p>I know how to identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too.</p> <p>I know how to that I will change during puberty and I know how to tell you how I feel about that.</p> <p>I know how to explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I know how to also summarise the process of conception.</p> <p>I know how to express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p> <p>I know how to give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I know how to relate these changes to the conception process.</p> <p>I know how to consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p> <p>I know how to identify the main stages by which a baby develops through conception, pregnancy and birth.</p> <p>I know how to tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby. I know how to identify the main stages by which a baby develops through conception, pregnancy and birth.</p> <p>I know how to tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.</p> <p>I know how to describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> <p>I know how to explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>I know how to reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p>
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