

Ashwell Primary School
PSHCE Curriculum
National Curriculum Knowledge / Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Zones of Regulation taught and used as an emotional regulation tool in each year group.					
Health and wellbeing	<p>My body:</p> <ul style="list-style-type: none"> • The similarities and differences between boys and girls. • The names of the main parts of the body, to include genitals. • That each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, or other, contact. 	<p>Growing and changing:</p> <ul style="list-style-type: none"> • About the process of growing young to old and how people's needs change • About growing and changing and new opportunities and responsibilities that increasing independence may bring • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • About change and loss and the associated feelings (including moving home, losing toys, pets or friends) 		<p>Puberty 1</p> <ul style="list-style-type: none"> • Physical changes associated with puberty <ul style="list-style-type: none"> - Define puberty, know that it happens differently for everyone and begins and ends at different times - The way they change throughout the human lifecycle - Understand that body changes at puberty are linked to human reproduction. • Learn about the impact of puberty on physical hygiene and develop strategies for managing this. (hair growth, body odour, body shapes, voice) • How puberty effects emotions and behaviour, and strategies for dealing with the changes associated with puberty. • Mindfulness – strategies to aid concentration and focus and ground oneself 	<p>Puberty 2:</p> <ul style="list-style-type: none"> • How their body will change as they approach and move through puberty • Understand menstruation and wet dreams • Emotional changes as go through puberty <p>Human Reproduction</p> <ul style="list-style-type: none"> • Learn about human reproduction in the context of the human life-cycle <ul style="list-style-type: none"> - Can describe how babies are made, including the relationship between sexual intercourse and conception - Name the male and female sex cells and reproductive organs. 	

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<p>Health and disease:</p> <ul style="list-style-type: none"> • How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of hand washing. • About immunisations • That household products, including medicines, can be harmful if not used properly 	<p>Keeping healthy:</p> <ul style="list-style-type: none"> • What constitutes a healthy lifestyle including physical and mental health. • That mental wellbeing is a normal part of daily life, in the same way as physical health. • What constitutes a healthy diet (including different food groups and nutritional content). <ul style="list-style-type: none"> - To learn about food and drinks that keep people healthy. - To learn about how being active can keep people healthy. • The characteristics of a poor diet and risks associated with unhealthy eating (including, e.g. obesity) and other behaviours. • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet • The characteristics and mental and physical benefits of an active lifestyle. • The risks associated with an inactive lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. daily mile. • About dental health and the benefits of good dental 	<p>School Rules, health and safety:</p> <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help • About people who are responsible for helping them stay healthy and safe and ways that they can help these people • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <p>Emergency Procedures</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. 	<p>Keeping safe – risks and habits</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including a focus on smoking. • what is meant by the term ‘habit’ and why habits can be hard to change • (bad habits and addictions) • To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’ • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • Strategies for keeping safe – road safety. <p>Internet safety and harms 1</p> <ul style="list-style-type: none"> • That bullying (and cyber bullying) has a negative and often lasting impact on mental wellbeing. • That for most people the internet is an integral part of life and has many benefits. • About the benefits of balancing time spent on and offline and the impact of positive and negative 	<p>Keeping safe/ peer pressure:</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including a focus on alcohol and drug abuse. • To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong <p>Internet safety and harms 2</p> <ul style="list-style-type: none"> • Safety online (including social media, the responsible use of ICT and mobile phones) • The importance of protecting information, including passwords, addresses and images 	<p>Keeping safe – change and transitions:</p> <ul style="list-style-type: none"> • About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement • To recognise that increased independence brings increased responsibility to keep themselves and others safe • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media <p>Internet safety and harms 3</p> <ul style="list-style-type: none"> • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

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		health, including visits to the dentist.		<p>content online on their own and others' mental wellbeing.</p> <ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. • Why social media, some computer games and online gaming for example, are age restricted. 		
	<p>Emotional health and wellbeing:</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about emotions that all humans experience in relation to different experiences and situations. 		<p>Emotional health and wellbeing:</p> <ul style="list-style-type: none"> • 5 ways to wellbeing • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental health wellbeing and happiness. • Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. • The importance of self-respect and how this links to their own happiness. 			<p>Emotional health and Mindfulness</p> <ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Isolation and loneliness can affect children. • Where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • Use of mindfulness for emotional regulation and to wellbeing. • How to ask for advice for self and others and to keep trying until they have been heard, including having the vocabulary and

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						<p>confidence to report concerns or abuse.</p> <ul style="list-style-type: none"> • To know that it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. • To recognise how images in the media do not always reflect reality and can affect how people feel about themselves • To understand the effects of alcohol and drug abuse on mental health. • To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

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Families and People who Care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they give love, security and stability. • To identify their special people (family, friends, carers), what makes them special and how these people should care for one another • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention • How to respond safely and appropriately to adults they may encounter who they don't know. 		<ul style="list-style-type: none"> • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That stable, caring relationships which may be of different types, are at the heart of different families, and are important for children's security as they grow up. • That other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them, to include single parent family, same-sex parent family, adopted family etc. • That marriage or civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 			

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Caring Friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • to recognise how their behaviour affects other people- positive and negative • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to recognise what is fair and unfair, kind and unkind, what is right and wrong • What sort of boundaries are appropriate in friendships • 	<ul style="list-style-type: none"> • About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. • That there are different types of teasing and bullying, that these are wrong and unacceptable • To communicate their feelings to others, to recognise how others show feelings and how to respond • That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • To recognise when people are being unkind to them or others, how to respond, who to tell and what to say • How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get their help 	<ul style="list-style-type: none"> • The characteristics of friendships, including respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • The importance of permission seeking and giving in relationships with friends, peers and adults. 			<ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<ul style="list-style-type: none"> • To understand and respect the differences and similarities between people - define similarity and difference - understand that boys and girls can both do the same tasks and enjoy the same things but that stories, TV and people sometimes say that boys do this and girls do that. 	<p>Consent & Respect</p> <ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • The importance of permission seeking and giving in relationships with friends, peers and adults. • The importance of respecting others, even 		<p>Diversity and Discrimination</p> <ul style="list-style-type: none"> • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See 'protected characteristics' in Equality Act 2010) 	<ul style="list-style-type: none"> • Know the importance of permission-seeking and giving in relationships with friends, peers and adults. • To judge what kind of physical contact is acceptable or unacceptable and how to respond • That sexuality is expressed in a variety of ways between consenting adults 	<ul style="list-style-type: none"> • The concept of "keeping something confidential or secret", when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • To be aware of different types of relationship, including those between friends, families, civil partnerships and marriage

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		<p>when they are very different from them (physically, in character, personally or backgrounds) or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority. 		<ul style="list-style-type: none"> • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) • Can recognise and challenge stereotyping with confidence. • Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes. 	<ul style="list-style-type: none"> • Know that sexual intercourse may be one part of a sexual relationship 	<ul style="list-style-type: none"> • Learn what values are important to them in relationships • Appreciate the importance of friendship in intimate relationships • Know where to find support and advice when they need it <p>Sexual and relationships:</p> <ul style="list-style-type: none"> • Sex as form of loving expression including self-exploration • Consent • Healthy relationships, including controlling relationships. • Falseness of sexual images in media/ pornography, myths. • The law • Learn to answer each other's questions about sex and relationships with confidence
Living in the wider World	<p>Community</p> <ul style="list-style-type: none"> • That they belong to various groups and communities such as family and school 	<p>Our Local Environment</p> <ul style="list-style-type: none"> • What improves and harms their local, natural and built environments and about some of the ways people look after them • That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) 	<ul style="list-style-type: none"> • That there are different kinds of responsibilities, rights and duties at school • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	<p>Diversity and Discrimination ctd.</p> <ul style="list-style-type: none"> • What being part of a community means, and about the varied institutions that support communities locally and nationally • To think about the lives of people living in other places and people with different values and customs • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 	<p>Rules and Laws</p> <ul style="list-style-type: none"> • To help construct, and agree to follow a class charter and to understand their rights and how to respect them • Why and how rules and laws that protect themselves and others are made and enforces, why different rules are needed in different situations and how to take part in making and changing rules 	

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Economic Wellbeing	<p>Money</p> <ul style="list-style-type: none"> • That money comes from different sources and can be used for different purposes, including the concepts of spending and saving 	<p>Money</p> <ul style="list-style-type: none"> • About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 			<p>Enterprise</p> <ul style="list-style-type: none"> • About enterprise and the skills that make someone 'enterprising' • Understand what makes a product 'Fairtrade'. 	<p>Managing Money</p> <ul style="list-style-type: none"> • That there are different kinds of responsibilities, rights and duties at home, school, in the community and towards the environment • About the role money plays in their own and other's lives, including how to manage their money and about being a critical consumer • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' • To realise the consequences of anti-social and aggressive behaviours