

	Year 1 – Year 6
Autumn 1	Me and My Relationships
Autumn 2	Valuing differences
Spring 1	Keeping Safe
Spring 2	Rights and respect
Summer 1	Being my best
Summer 2	Growing and changing



Orchard Lea Federation- PSHE : Progression of knowledge and skills (Infant)

	Reception	Year 1	Year 2	End of Key Stage Expectations
Me and My Relationships	<p>ELG: Self-Regulation I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. I can work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.</p>	<p>I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p>	<p>I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p>	
Valuing Difference	<p>I can give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p>	<p>I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not.</p>	<p>I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	
Keeping Safe	<p>I can show an ability to follow instructions involving several ideas or actions. ELG: Managing Self I can be confident to try new activities and show independence, resilience</p>	<p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p>	

Rights & Respect	and perseverance in the face of challenge. I can explain the reasons for rules, know right from wrong and try to behave accordingly.	I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	I can give examples of when I've used some of these ideas to help me when I am not settled.	
Being my Best	I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	
Growing & Changing		I can identify an adult I can talk to at both home and school. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.	I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.	
vocabulary	<u>Year R Vocab:</u>	<u>Year 1 and 2 Vocab:</u>		



Orchard Lea Federation- PSHE: Progression of knowledge and skills (Junior)

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Me and My Relationships	<p>I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give example.</p>	
Valuing Difference	<p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Keeping Safe</p>	<p>I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Rights & Respect</p>	<p>I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p>	<p>I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.</p>	<p>I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I can take ownership of to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.</p>	

Being my Best	<p>I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this.</p> <p>I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p>I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p>	
Growing & Changing	<p>I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can tell you why people get married.</p>	<p>I can explain what resilience is and how it can be developed.</p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>I can give an example of a secret that should be shared with a trusted adult.</p> <p>I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).</p>	
vocabulary	<u>Year 3 and 4 Vocab:</u>		<u>Year 5 and 6 Vocab:</u>		