

Northgate Primary School PSHE/RSE Skills Progression



“Learn how to be happy with what you have while you pursue all that you want.” Jim Rohn

Intent:

We deliver a PSHE Curriculum that is accessible to all and aims to nurture and develop the attitudes, values and skills our children need to thrive in society, addressing any moral, social or cultural issues they might face.

Through our curriculum they will:

- **develop a sense of belonging** by contributing fully so they reach their potential as members of their school, local and global communities; understanding their social, emotional and spiritual development as they grow; by embracing and appreciating diversity and the differences of those around them, allowing them to build healthy and fulfilling relationships.
- **develop confidence in communicating** by reflecting on their own experiences and of those around them; by listening and responding to the ideas of others, accepting and celebrating differences; by developing their emotional literacy so they are aware they have a powerful voice in the world.
- **develop a resilient attitude** by developing knowledge of themselves, becoming aware of their own mental well-being and the strategies to support themselves and those around them; by working well with others, to become increasingly responsible and accountable for their emotions, their behaviour and their learning to enable them to play a healthy and rewarding role in society.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Overview						
<u>New Beginnings</u> belonging; self-awareness; understanding and managing feelings; feelings of others; social skills; rights and responsibilities	<u>Physical Health/Mental wellbeing</u> Staying Healthy; Personal Hygiene; Importance of Exercise; Sun Safety	<u>Physical Health/Mental Wellbeing</u> Sharing and managing feelings; asking for help; use of medicines	<u>Families & Friendship</u> What makes a family; features of family life	<u>Families & Friendship</u> Positive friendships including online <u>Safe Relationships</u> Responding to hurtful behaviour; managing confidentiality; recognizing risks online.	<u>Physical Health/Mental Wellbeing</u> Healthy sleep habits; medicines; allergies <u>Growing & Changing</u> Personal identity; recognising individuality	<u>Physical Health/mental wellbeing</u> What affects mental health and ways to take care of it; managing change' loss and bereavement.
<u>Getting On and Falling Out</u>	<u>Growing & Changing</u>	<u>Growing & Changing</u> Growing older; naming body parts	<u>Safe Relationships</u> Personal boundaries; safely responding to	<u>Respecting Ourselves & Others</u>	<u>Keeping Safe</u> Respecting ourselves and others;	<u>RSE</u> <u>Growing & Changing</u>

Friendship; working together; managing feelings; resolving conflict	Feelings; Likes and Dislikes; How we are the same/different. <u>Keeping Safe</u> Rules and restrictions	<u>Keeping Safe</u> Safety on road, rail and water; safety at home; Who keeps us safe.	others; impact of hurtful behaviour	Respecting differences and similarities; discussing difference sensitively.	recognizing prejudice & discrimination.	Human reproduction & birth; increasing independence; managing transitions
Spring Overview						
<u>Celebrating Similarities & Differences</u> Belonging; what makes us special; managing feelings; saying no to bullying	<u>Belonging to a Community</u> People's different needs; caring for the environment, people and animals.	<u>Belonging to a Community</u> Belonging to a group; roles and responsibilities	<u>Belonging to a Community</u> Human Rights; how the internet is used; jobs and gender stereotypes.	<u>Belonging to a Community</u> What makes a community; Shared responsibilities	<u>RSE</u> <u>Growing & Changing</u> Physical and emotional changes in puberty; external genitalia; personal hygiene	<u>Safe Relationships</u> Recognising and managing pressure; consent in different situations
<u>RSE</u> My feelings; my body; my relationships; my beliefs; rights and responsibilities; asking for help.	<u>Media Literacy</u> Communicating safely online. <u>Money and Work</u> Our strengths; jobs in the community	<u>Media Literacy</u> The internet <u>Money and Work</u> What money is; needs and wants; looking after money	<u>Growing & Changing</u> Personal strengths; managing setbacks <u>Keeping Safe</u> Fire safety	<u>Media Literacy</u> How data is shared and used <u>Money & Work</u> Making decisions about money; Keeping money safe	<u>Belonging to a Community</u> Managing friendships and peer influence; <u>Keeping Safe</u> Keeping safe in different situations, including responding to emergencies, First Aid and FGM	<u>Families & Friendship</u> Attraction to others; romantic relationships; civil partnerships & marriage
Summer Term						
<u>Good to be Me</u> Knowing myself; understanding feelings; managing feelings; standing up for myself	<u>Families & Friendship</u> Different kinds of families	<u>Families & Friendship</u> Making friends; feeling lonely; getting help	<u>Physical Health/Mental Wellbeing</u> Healthy Choices and bad habits	<u>RSE</u> My feelings; my body; my relationships; my beliefs; rights and responsibilities; asking for help.	<u>Media Literacy</u> How information online is targeted; different media types	<u>Media Literacy</u> Evaluating media sources; sharing things online <u>Money & Work</u> Influences and attitudes to money; money and financial risks
<u>Changes</u> Knowing myself; understanding feelings; understanding others'	<u>RSE</u> My feelings; my body; my relationships; my beliefs; rights and	<u>RSE</u> My feelings; my body; my relationships; my beliefs; rights and	<u>RSE</u> My feelings; my body; my relationships; my beliefs; rights and	<u>Keeping Safe</u> Medicines and household products; drugs common to everyday life	<u>Respecting others and ourselves</u> Protecting the environment;	<u>Keeping Safe</u> Keeping personal information safe; regulation and choices; drug use and

feelings; planning to reach a goal; making choices	responsibilities; asking for help.	responsibilities; asking for help.	responsibilities; asking for help.		compassion towards others.	the law; drug use and the media
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Skills Progression

Skill	EYFS	KS1	LKS2	UKS2
Speaking and listening	<ul style="list-style-type: none"> Listen in a small group and as part of the class. Begin to hold conversations with teacher and peers. 	<ul style="list-style-type: none"> Demonstrate active listening skills. Ask questions for clarification 	<ul style="list-style-type: none"> Demonstrate active listening skills by giving way to others in a conversation or debate. Speak in front of others. 	<ul style="list-style-type: none"> Speak confidently in pairs, groups, to the whole class. Consider how they respond to challenging circumstances e.g. conflict, distress Demonstrate strategies for calmness.
Understanding self and others	<ul style="list-style-type: none"> Talk about their experiences. Express their feelings. Begin to regulate their behaviour and control their impulses. 	<ul style="list-style-type: none"> Explain their own responses to an issue. Recognise and name their feelings Play and respond to others 	<ul style="list-style-type: none"> Recognise their own likes/dislikes and individual preferences. Recognise other people's likes/dislikes and individual preferences. 	<ul style="list-style-type: none"> Recognise their own and other people's personality traits, individual preferences and characteristics. Recognise challenging behaviours and the negative effects these can have on relationships.
Working with others	<ul style="list-style-type: none"> Be able to wait and take turns. Begin to be able to follow instructions in an activity. 	<ul style="list-style-type: none"> Find a partner, sit with them and work with them. 	<ul style="list-style-type: none"> Demonstrate they can work in a pair and a small group. 	<ul style="list-style-type: none"> Know that different people react in different ways when working in a group. Demonstrate their knowledge of how to take on different roles in a group.

<p>Negotiation</p>	<ul style="list-style-type: none"> ● Begin to be able to explain their thinking. ● Be able to give way to the needs of peers when playing or working in a small group. 	<ul style="list-style-type: none"> ● Be able to accept not everyone agrees and listen to other points of view. ● Speak and express views in a small group. 	<ul style="list-style-type: none"> ● Begin to be able to negotiate in a small group. ● Know how to reach a 'consensus'. 	<ul style="list-style-type: none"> ● Recognise the importance of skills and how different people bring different skills to tasks. ● Demonstrate how to negotiate and compromise.
<p>Compassion and Empathy</p>	<ul style="list-style-type: none"> ● Begin to show an understanding of their own feelings and those of others. ● Begin to regulate their behaviour accordingly. ● Begin to show a sensitivity to their own and to other's needs. 	<ul style="list-style-type: none"> ● Begin to understand that other people might feel differently to them. ● React appropriately to other people's feelings and behavior (e.g. being kind and helpful when needed.) 	<ul style="list-style-type: none"> ● Develop a stronger understanding of how others feel differently and have different opinions to them. ● Start to accept and respect the views of others. ● Use their own understanding and experience to help them react appropriately to others, providing support where necessary. 	<ul style="list-style-type: none"> ● Demonstrate respectful interactions with others. ● Be able to adapt and refine their opinions/attitudes in the light of new information/reactions from others.
<p>Understanding body language – verbal and non-verbal</p>	<ul style="list-style-type: none"> ● Begin to notice and understand the non-verbal cues of peers and adults around them. 	<ul style="list-style-type: none"> ● Recognise simple body language. ● Begin to understand non-verbal communication. 	<ul style="list-style-type: none"> ● Recognise and react to simple body language. ● Understand and react appropriately to non-verbal communication. 	<ul style="list-style-type: none"> ● Recognise more complex body language and non-verbal signals. ● Understand that sometimes non-verbal signals can be misinterpreted by others and develop strategies for dealing with this.
<p>Being assertive</p>	<ul style="list-style-type: none"> ● Know how to make their everyday needs known. 	<ul style="list-style-type: none"> ● Begin to speak up, to friends and trusted 	<ul style="list-style-type: none"> ● Begin to understand the skill of being assertive and put it into practice. 	<ul style="list-style-type: none"> ● Develop the skill of being assertive in different contexts.

	<ul style="list-style-type: none"> ● Use appropriate ways to get other's attention. 	<p>adults, making needs and wants known.</p> <ul style="list-style-type: none"> ● Know that it is OK to make mistakes. ● Be able to say 'no' when it is appropriate to. 	<ul style="list-style-type: none"> ● Know how to ask for time to think things over. ● Know when it is appropriate to say 'no' and mean it. ● Know where to go to seek help and be able to ask for it. 	<ul style="list-style-type: none"> ● Understand the difference between being aggressive and being assertive in getting needs met. ● Use a range of persuasive language as part of your 'assertiveness toolbox'.
Making decisions	<ul style="list-style-type: none"> ● Begin to be know the reasons for rules, know right from wrong and to behave accordingly. ● Understand that they can sometimes make a decision but sometimes adults may have to decide for them. 	<ul style="list-style-type: none"> ● Be able to make simple choices. ● Begin to think about why they made a particular choice. 	<ul style="list-style-type: none"> ● Be able to make more considered choices. ● To begin to be able to 'weigh up' different options before making a decision. ● Begin to explain the reasons behind their thinking. 	<ul style="list-style-type: none"> ● Engage in a thoughtful process before making a decision. ● Be prepared to explain and reconsider their decision with new information. ● Reflect upon why a certain decision may not have been the right one.
Making choices	<ul style="list-style-type: none"> ● Be able to make a choice from limited options given. 	<ul style="list-style-type: none"> ● Recognise their likes and dislikes. ● To think about and verbalise what is important to them when making choices. ● Be able to make a simple choice. ● Begin to think about making safe choices. 	<ul style="list-style-type: none"> ● Understand what choices they have. ● Explore factors which influence the choices they and others make. ● Consider how to make more informed choices. 	<ul style="list-style-type: none"> ● Recognise choices and decisions they will have to make in the future. ● Know where to go for help or to get information to help them make safe and appropriate choices. ● Identify ways of helping and supporting others to make good choices. ● Knowing it is OK to change your mind and how to 'navigate' the process.
Exercising and responding to influences	<ul style="list-style-type: none"> ● Begin to follow the good examples of peers 	<ul style="list-style-type: none"> ● Begin to understand that sometimes people 	<ul style="list-style-type: none"> ● Recognise what influences choice and 	<ul style="list-style-type: none"> ● Recognise the power and effects of peer influence.

	<p>and adults around them.</p> <ul style="list-style-type: none"> ● Know that they should follow the rules even when they see others doing something different. 	<p>persuade you to do things you don't want to do.</p> <ul style="list-style-type: none"> ● Be able to say 'no'. ● Understand that people can't and won't always do what you want them to do. 	<p>decisions (internal and external factors).</p> <ul style="list-style-type: none"> ● Know where they can get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> ● Understand the ways in which peer influence can have positive and negative outcomes. ● Develop strategies for resisting negative peer influence.
<p>Understanding and appreciating difference</p>	<ul style="list-style-type: none"> ● Be able to work and play co-operatively with a range of their peers. ● Make positive attachments and relationships with lots of different people. ● To learn to accept that we do not all look or behave in the same way and that is normal. 	<ul style="list-style-type: none"> ● Begin to recognise ways in which we are similar and different as people. ● Know that it is OK to be different. There is no 'right way' to be. 	<ul style="list-style-type: none"> ● Appreciate that everyone has strengths and weaknesses. ● Understand that it is important to include and value everyone. ● Begin to understand the term 'discrimination' and how it makes people feel. ● Understand the effects of negative behaviour towards those who are different to them. 	<ul style="list-style-type: none"> ● Understand and name different types of discrimination. ● Explain the negative impacts of discrimination including talking about their own experiences. ● Know how to support others and challenge discrimination when they encounter it.
<p>Developing Resilience</p>	<ul style="list-style-type: none"> ● Start to manage their own needs (including dressing, going to the toilet etc), reducing their dependence on adults. ● Start to form positive relationships with some peers and key adults. ● Develop their confidence at trying new things. 	<ul style="list-style-type: none"> ● Develop positive relationships with some friends and some key adults. ● Begin to understand that you can't get everything right first time. ● Be prepared to try again. 	<ul style="list-style-type: none"> ● Understand that there are 'setbacks' but they can learn from them. ● Know that making mistakes is part of the process of learning. ● Understand that feeling bad about something won't last forever and it is important to 'move on'. ● Start to rely less on adults to sort out their problems. 	<ul style="list-style-type: none"> ● To understand that a challenge can be a positive thing that they can learn from. ● To develop and use the skills to tackle different situations. ● Know that it is important to 'be kind' to themselves. No-one is perfect!

