




## Darley Dene Primary School - PSHE Progression

**Intent:** At Darley Dene, we believe that PSHE is essential to underpinning children's development allowing them to become healthy, independent and responsible members of society. Through a whole school approach, we provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth and are provided with the skills to be able to reflect on their identity and individuality to enable them to flourish.

 <b>Being Me in My World</b>	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This topic, taught in Autumn 1, covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community.	Help others to feel welcome.	Help others to feel welcome.	Explain why my class is a happy and safe place to learn.	Explain why my behaviour can impact on other people in my class.	Explain how my behaviour can affect how others feel and behave.	Explain why being listened to and listening to others is important in my School community.	Compare 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.	Explain how choices can have an impact on people in my immediate community and globally.
	Making our school a safer place.	Making our school a safer place.	Give different examples where I or others make my class happy and safe.	Compare my own and my friends' choices and can express why some choices are better than others.	Explain why it is important to have rules and how that helps me and others in my class learn.	Explain why being democratic is important and can help me and others feel valued.	Explain how actions of one person can affect another person.	Empathise with others in the community and globally and explain how this can influence the choices I make.
	Thinking about our right to learn.	Thinking about our right to learn.						
	Care about other people's feelings.	Caring for others.						
		Working well with others.						

	Working well with others.							
--	------------------------------	--	--	--	--	--	--	--

<b>Celebrating Differences</b>  This topic, taught in Autumn 2. Identifying talents Being special, Families, Understanding bullying and knowing how to deal with it. Similarities and differences and teaching about diversity, such as disability, racism, power, friendships, and conflict.	Accept that everyone is different.  Include others when working and playing.  Try to solve problems.  Use kind words.  Know how to receive and give compliments.	Try to solve problems.  Use kind words.  Give and receive compliments.  Accept that we are all different.  Include others when working and playing.	Explain what Bullying is and how being bullied might make somebody feel.  Share Ways that I am different and similar to other people in my class.  Discuss about how being different makes us all special.	Explain that sometimes people get bullied because they are seen to be different.  Explain why gender stereotypes can make people feel sad.  Share how it feels to have a friend and be a friend.  Discuss why it is OK to be different from my friends.	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.  Reflect how being involved with a conflict makes me feel and can offer strategies to help the situation. E.g. Solve It Together.	Discuss a time a first impression of someone changed as I got to know them. Identify why bullying might be difficult to spot and what to do about it if I'm not sure.  Explain why it is good to accept myself and others for who we are.	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.  Explain why racism and other forms of discrimination are unkind.  Reflect how discriminatory behaviour can make you feel.	Explain ways in which difference can be a source of conflict or a cause for celebration.  Show empathy with people in situations where their difference is a source of conflict or a cause for Celebration.
---	--	---	--	---	--	---	--	---

<b>Dreams and Goals</b> Taught in Spring 1, this topic aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks.		Recognise that challenges can be difficult.  Keep trying even when things are tricky.  Work well with a partner or a group	Explain feelings of being successful and how this can be celebrated positively. Recognise feelings when faced with a challenge.	Explain how being part of a group feels and the parts other people played to create an end product.  Explain how our skills complemented each other. Reflect strengths as a learner.	Explain the different ways that help me learn and what I need to do to improve.  Share success with others confidently and positively. Discuss what dreams and ambitions are important to them	Talk about hopes and dreams and the feelings associated with these Plan and set new goals even after a disappointment. Explain what it means to be resilient and to have a positive attitude	Compare hopes and dreams with those of young people from different cultures.	Understand why it is important to stretch the boundaries of their current learning. Explore a variety of problems that the world is facing Empathise with people who are suffering or living in difficult situations
<b>Healthy Me</b>		Make healthy choices.	Explore why our bodies are unique	Explain why foods and medicines can be	Identify things, people and places that we	Recognise when people are put under pressure	Explain different roles that food and substances	Explain when substances including alcohol

<p>This important topic, taught in Spring 2, covers two main areas of health: Emotional/ mental health and Physical health.</p>		<p>Eat a balanced diet.</p> <p>Be physically active.</p> <p>Try to keep themselves and others safe.</p> <p>Know how to be a good friend and have a healthy relationship.</p>	<p>and discuss ways to keep them safe and healthy.</p> <p>Identify examples of when being healthy can help me feel happy</p>	<p>good for our body comparing with less healthy/ unsafe choices.</p> <p>Compare my own and friends choices and can express how it feels to make healthy and safe choices.</p>	<p>need to keep safe from.</p> <p>Discuss some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>Express how being anxious/ scared and unwell feels.</p>	<p>and can explain ways to resist this.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>can play in people's lives.</p> <p>Explore how people can develop eating problems (disorders) relating to body image pressures.</p> <p>Discuss how smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways that we can respect and value our body.</p>	<p>are being used Anti-socially or being Misused and the impact this can have on an individual and others.</p> <p>Identify ways that someone who is being exploited could help themselves Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
---	--	--	--	--	--	---	--	---

<p><b>Relationships</b></p> <p>Taught in Summer 1, this topic starts with building a respectful relationship with oneself and looks at our Family life and friendships.</p>	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others to feel part of a group.</p> <p>Show respect in how they treat others.</p> <p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship.</p>	<p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship.</p>	<p>Explain why we have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>Reflect how my qualities help these relationships.</p> <p>Share examples of behaviour in other people that we appreciate and behaviours that we don't like.</p>	<p>Discussing examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Explain how our life is influenced positively by people we know and also by people from other countries.</p> <p>Reflect how choices might affect family, friendships and people around the world who I don't know.</p>	<p>Identify ways that might help me manage my feelings when missing a special person or animal.</p> <p>Recognise how people are feeling when they miss a special person or animal.</p>	<p>Compare different types of friendships and the feelings associated with them.</p> <p>Exploring how to stay safe when using technology to communicate with my friends.</p> <p>Apply strategies to manage feelings and the pressures we may face to use technology in ways that may be risky or cause harm</p>	<p>Explain the feelings that are felt when we lose someone special.</p> <p>Reflect on why it is important to take care of their own mental health</p> <p>Explore how to use technology safely and positively to communicate with their friends and family</p>
---	--	--	---	---	---	--	---	---

<p><b>Changing Me</b></p> <p>This topic, taught in Summer 2, deals with change of many types: from growing from young to old, becoming a teenager, Assertiveness, puberty, self-respect and safeguarding . Each year group thinks about looking ahead and how to cope positively</p>	<p>Understand that everyone is unique and special</p> <p>Can express how they feel when change happens</p> <p>Understand and respect the changes that they see in themselves</p> <p>Understand and respect the changes that they see in other people</p> <p>Know who to ask for help if they are worried about change</p>	<p>To think about how they have changed from being a baby.</p> <p>Identify that everyone is unique and special.</p> <p>Express how they feel about change.</p>	<p>Identify some things that have changed and some things that have stayed the same since being a baby (including the body).</p> <p>Know the names of male and female private body parts.</p> <p>Discuss change and reflect on ways we can manage change.</p>	<p>Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>Identify the physical differences between male and female bodies</p> <p>Discuss what I like and don't like about being a boy/girl and recognise that other people might feel differently to me.</p> <p>Discuss what they are looking forward to in the next year</p>	<p>Explain how boys' and girls' bodies change on the inside/outside during the growing up process.</p> <p>Explore some of the outside body changes that happen during puberty</p> <p>Identify that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Reflect on the emotions that come with these physical changes.</p>	<p>Summarise the changes that happen to boys' and girls' bodies in puberty that prepare them for making a baby when they are older.</p> <p>Identify the different internal and external body parts that are needed to make a baby.</p> <p>Reflecting about managing feelings when change happens.</p> <p>Expressing how they feel about having children when they are grown up.</p>	<p>Explore what perception means and that perceptions can be right or wrong</p> <p>Identify how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</p> <p>Know how sexual intercourse can lead to conception and summarise this process. (Aware of IVF too)</p> <p>Explore that becoming a teenager involves various changes and also brings</p>	<p>Explore puberty in boys and girls and the changes that will happen; reflect on how they feel about these changes</p> <p>Explore how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>Recognise ways they can develop their own self-esteem and celebrate what they like about their own and others' self-image and body-image</p> <p>Discuss relationships and the importance of</p>
--	---	--	---	--	---	---	---	--

with such changes							growing responsibility Discuss how they feel about having a romantic relationship when they are an adult.	mutual respect within these.
-------------------------	--	--	--	--	--	--	---	---------------------------------