

# CRAWFORD VILLAGE PRIMARY SCHOOL

## PHSE PROGRESSION MAP



## EYFS

The EYFS Framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This section of the document demonstrates which early years outcomes are prerequisite skills for PSHE within the national curriculum and refer to the 'Early Adopter' Early Learning Goals. The most relevant outcomes for PSHE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Personal, Social and Emotional Development	
<b>Building Relationships</b>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>

Physical Development	
<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

## Understanding the World

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.


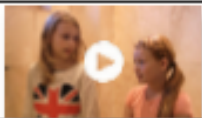




### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## 1decision PSHE progression document – Year 1

<b>Intent</b>	<b>Through 1decision</b>	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.											
	<b>Vision</b>	<p>In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.</p> <p>Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.</p>											
	<b>Our Aims</b>	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.											
<b>Implementation</b>	<b>Builds on</b>	<b>Early Learning Goal:</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	<b>Early Learning Goal:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	<b>Early Learning Goal:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.	<b>Early Learning Goal:</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	<b>Early Learning Goal:</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>Early Learning Goal:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.						
	<b>1decision resource</b>	Keeping/Staying Safe		Keeping/Staying Healthy		Relationships		Being Responsible		Feelings and Emotions		Computer Safety	
	<b>Great teaching (Subject Title)</b>	Assessment Baseline	Road Safety	Assessment Baseline	Washing Hands	Assessment Baseline	Friendship	Assessment Baseline	Water Spillage	Assessment Baseline	Jealousy	Assessment Baseline	Online Bullying
	<b>Great learning (Objectives)</b>	What do I need to keep safe from?  What may put me or others at risk?	Understand road safety  Develop road sense  Explore real life scenario	What does a healthy person look like?  What do we do as a class to keep healthy?	Germs and how they may spread  How to prevent spread	Types of relationship  Relationship Web	Recognise and name a range of feelings- Caring about others How to be a good friend	What are you responsible for?  How do responsibilities grow as you grow?	Importance of preventing accidents  Recognise responsible and irresponsible actions	Understanding a range of emotions and how they make us feel physically and mentally	Be able to recognise and name emotions and their physical effects	Awareness of current games and apps used. Awareness of computer safety rules	Understand how online activity can affect others Be able to recognise negative aspects of using technology

1decision PSHE progression document – Year 1 (continued)








Implementation	Breadth and balance	Road safety activities Parent link English Reading – The Hodgeheg – Dick King Smith	PE – Health monitoring Daily Mile Walk to School	Nurture group work Assemblies English Reading - Monty the Manatee: A book about kindness and anti-bullying (Sea School Stories) by Natalie Pritchard and Natalie Merheb	Classroom rules School council / parliament English – writing	SMSC Behaviour and safety of pupils English Reading - Help Your Dragon Deal With Anxiety: Train Your Dragon To Overcome Anxiety. (My Dragon Books) by Steve Herman	Computing English – writing English Reading – Goldilocks – Tony Ross
	Inspiring Context						
Impact	Covers Statutory Elements	End of KS1 expectation: <b>Mental wellbeing (H)</b> The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness How to judge whether what they are feeling and how they are behaving is appropriate and proportionate <b>Respectful relationships (R)</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships.	End of KS1 expectation: <b>Health and Prevention (H)</b> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand-washing <b>Healthy Eating (H)</b> What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	End of KS1 expectation: <b>Respectful Relationships (R)</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>Caring Friendships (R)</b> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	PSHE Programme of Study <b>Core Theme Living in the Wider World:</b> About respect for self and others and the importance of responsible behaviours and actions. About rights and responsibilities as members of families, other groups and ultimately as citizens.	End of KS1 expectation: <b>Mental Wellbeing(R)</b> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	End of KS1 expectation: <b>Internet safety and harms (H)</b> How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Where and how to report concerns and get support with issues online 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.
	Safe-guarding	Keeping safe at home, at school and in the community	Keeping safe at home, at school and in the community	Anti-bullying	Keeping safe at home, at school and in the community	Anti-bullying	Online Safety Anti-bullying



## 1decision PSHE progression document – Year 2

<b>Intent</b>	<b>Through 1decision</b>	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.										
	<b>Vision</b>	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.  Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.										
	<b>Our Aims</b>	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.										
<b>Implementation</b>	<b>Builds on</b>	<b>Year 1 Objectives:</b> What do I need to keep safe from? What may put me or others at risk? Developing understanding of safe and unsafe scenarios.	<b>Year 1 Objectives:</b> What does a healthy person look like? What do we do as a class to keep healthy?	<b>Year 1 Objectives:</b> Recognise and name a range of feelings Caring about others How to be a good friend	<b>Year 1 Objectives:</b> What are you responsible for? How do responsibilities grow as you grow? Importance of preventing accidents Recognise responsible and irresponsible actions.	<b>Year 1 Objectives:</b> Understanding a range of emotions and how they make us feel physically and mentally Learn a range of skills for coping with unpleasant / uncomfortable emotions (Worry)	<b>Year 1 Objectives:</b> Awareness of current games and apps used. Awareness of computer safety rules Understand how your online activity can affect others Be able to recognise negative aspects of using technology	<b>Year 1 Objectives:</b> National curriculum year 1 - recognise and know the value of different denominations of coins and notes				
	<b>1decision resource</b>	<b>Keeping/Staying Safe</b>	<b>Keeping/Staying Healthy</b>	<b>Relationships</b>		<b>Being Responsible</b>	<b>Feelings and Emotions</b>		<b>Computer Safety</b>	<b>Money Matters</b>		
	<b>Great teaching (Subject Title)</b>	Tying Shoelaces	Brushing Teeth	Healthy Eating	Bullying	Body Language	Practice Makes Perfect	Helping Someone in Need	Worry	Anger	Image Sharing	Assessment Baseline
<b>Great learning (Objectives)</b>	Developing understanding of safe and unsafe scenarios.	Understand how and why to brush your teeth Know the differences between healthy and unhealthy choices	Foods for health and growth Healthy and unhealthy food choices	Be able to see and understand bullying behaviours Know how to cope with bullying behaviours	Understand that feelings can be shown without words Understand why it is important to care about other people's feelings	Be able to name ways you can improve in an activity or sport Be able to see the benefits of practising an activity or sport	Know how you can help other people Understand the risks of talking to people you don't know very well in the community	Learn a range of skills for coping with unpleasant / uncomfortable emotions	Be able to recognise and name emotions and their physical effects	Understand how your online actions can affect others Know the risks of sharing images without permission	What is money? Why do we need money? How can we use money? How can we get money?	Understand different ways we can receive money Know how to keep money safe Understand the importance of saving money

1decision PSHE progression document – Year 2 (continued)

	Great learning (Objectives)					Learn a range of skills for coping with unpleasant / uncomfortable emotions	Understand that feelings can be communicated with and without words		Understand the difference between safe and risky choices online	
Implementation	Breadth and balance	Home school link Observation skills	Science - teeth, decay Maths - time	Nurture group work - All About ME - 1decision Assemblies My Strong Mind: A Story About Developing Mental Strength (Positive Mindset series) by Niels van Hove	PE Any subject chosen re improvement SMSC work	Classroom rules School council / parliament English - writing Art - faces study English Reading: What to Do When Your Temper Flares: A Kid's Guide to Overcoming Problems with Anger (What-to-Do Guides for Kids) (What-to-Do Guides for Kids (R)) by Dawn Huebner and Bonnie Matthews	Computing English - writing <a href="https://www.thinkuknow.co.uk/4_7/6-7-year-olds/">https://www.thinkuknow.co.uk/4_7/6-7-year-olds/</a>	Maths - money Computing <a href="https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</a>		
	Inspiring Context									
Impact	Covers Statutory Elements DfE RSE 2019	KS1 Expectations: Being Safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.	KS1 Expectations: Healthy Eating (H) The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	KS1 Expectations: Respectful relationships (R) 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 positions of authority.	KS1 Expectations: Physical health and fitness (H) The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).	KS1 Expectations: Caring friendships (R) 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	KS1 Expectations: Online relationships (R) That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How information and data is shared and used online.	PSHE Programme of Study <b>Core theme - Living in the Wider World</b> About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people's lives A basic understanding of enterprise		

<b>Impact</b>	<b>Covers Statutory Elements</b>  DfE RSE 2019		<b>Health and Prevention (H)</b> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<b>Caring friendships (R)</b> How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	<b>Being safe (R)</b> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.	<b>Mental wellbeing (H)</b> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		
	<b>Safeguarding</b>	Protective behaviours	Health (including mental health) and First Aid	Keeping safe at home, at school and in the community	Health (including mental health) and First Aid	Keeping safe at home, at school and in the community	Online Safety	Life skills

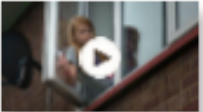

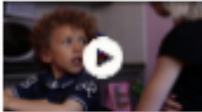
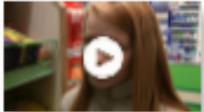



### 1decision PSHE progression document – Year 3

<b>Intent</b>	<b>Through 1decision</b>	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.						
	<b>Vision</b>	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.  Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.						
	<b>Our Aims</b>	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.						
<b>Implementation</b>	<b>Builds on</b>	Who keeps us safe? Staying safe video – should James go with someone he does not know? How to keep self-safe in range of scenarios.	Understand how and why to brush your teeth Know the differences between healthy and unhealthy choices	Be able to see and understand bullying behaviours Know how to cope with bullying behaviours. Understand that feelings can be shown without words Understand why it is important to care about other people's feelings.	Be able to name ways you can improve in an activity or sport Be able to see the benefits of practising an activity or sport. Know how you can help other people Understand the risks of talking to people you don't know very well in the community	Be able to recognise and name emotions and their physical effects Learn a range of skills for coping with unpleasant / uncomfortable emotions. Be able to recognise and name emotions and their physical effects Understand that feelings can be communicated with and without words	Understand how your online actions can affect others Know the risks of sharing images without permission. Be able to identify possible dangers and consequences of talking to strangers online Know how to keep safe in online chatrooms Understand the difference between safe and risky choices	Stand alone unit building on <i>Who keeps us safe?</i> and <i>Being Responsible</i> .



1decision PSHE progression document – Year 5

Implementation

1decision resource	Keeping/Staying Safe		Keeping/Staying Healthy		Relationships		Being Responsible		Feelings and Emotions		Computer Safety	Fire Safety	
Great teaching	Staying Safe	Leaning Out of Windows Assessment Summative	Medicine	Assessment Summative	Touch	Assessment Summative	Stealing	Assessment Summative	Grief	Assessment Summative	Making Friends Online Computer Safety Documentary Assessment Summative	A stand-alone unit looking at the work of the fire service in the community	
Great learning	<p>Who keeps us safe? Staying safe video – should James go with someone he does not know How to keep self-safe in range of scenarios</p> <p>Understanding of hazards in the home and outside How to react to hazards Understanding of warning signs</p> <p>Consideration of combined elements of 3-year study. What is safe? You may also consider a visit to a Hazard unit here: <a href="http://www.safetycentre.co.uk/">http://www.safetycentre.co.uk/</a></p>		<p>Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from</p> <p>Consideration of combined elements of 3-year study. What is healthy and unhealthy?</p>		<p>Understand the difference between appropriate and inappropriate touch Understand personal boundaries Consideration of combined elements of 3-year study.</p> <p>How can we talk about things worrying us? Who can we talk to? <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule</a></p>		<p>Be able to describe how you might feel if something is borrowed and not returned Know why it is wrong to steal</p> <p>Consideration of combined elements of 3-year study. Consequences quiz</p>		<p>Be able to recognise and name emotions and their physical effects of grief Learn a range of coping skills</p> <p>Consideration of combined elements of 3 year study. What feelings do you know? How can you manage these feelings? How can you recognise them?</p> <p><b>English reading:</b> It's Ok That You're Not Ok: Meeting Grief and Loss in a Culture That Doesn't Understand by Megan Devine</p>		<p>Be able to identify possible dangers and consequences of talking to strangers online Know how to keep safe in online chatrooms</p> <p>A range of activities designed to support computer safety designed and created by the class. Golden rules, computer safety workbook, computer safety documentary</p> <p>Consideration of combined elements of 3-year study. Computer safety</p>		<p>Who can help keep us safe? When and why should we call 999? Know what a hoax call is Petty Arson – understand the danger of fire Texting while driving – how can drivers be distracted Understand safe and unsafe choices.</p>
Breadth and Balance	SMSC Science - Hazards		Science – medicines and chemicals PE		Nurture group activities – All About Me		SMSC		English - Writing for a purpose		Computing Writing – persuasive text		
Inspiring context													

Covers Statutory Elements	<p>PSHE programme of study</p> <p><b>Core Theme – Health and Well-being</b></p> <p>How to manage risks to physical and emotional health and wellbeing</p> <p>Ways of keeping physically and emotionally safe</p>	<p><b>KS2 Expectations: Drugs, Alcohol and Tobacco (H)</b></p> <p>The facts about legal and illegal harmful substances and associated risks</p>	<p><b>KS2 Expectations: Being Safe (R)</b></p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p><b>KS2 Expectations: Respectful Relationships (R)</b></p> <p>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 positions of authority.</p>	<p><b>KS2 Expectations: Mental Wellbeing (H)</b></p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p><b>KS2 Expectations: Internet Safety and Harm (H)</b></p> <p>Where and how to report concerns and get support with issues online.</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p><b>KS2 Expectations: Basic First Aid (H)</b></p> <p>How to make a clear and efficient call to emergency services if necessary.</p>
	Safeguarding	Keeping safe at home, at school and in the community	Drug Education	Protective Behaviours	Keeping safe at home, at school and in the community	Health (including mental health) and First Aid	Online Safety

## 1decision PSHE progression document – Year 4

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	<b>Our Aims</b>	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.												
<b>Implementation</b>	<b>Builds on</b>	Understanding of hazards in the home and outside How to react to hazards Understanding of warning signs. Consideration of combined elements of 3-year study. What is safe?	Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from. Consideration of combined elements of 3-year study. What is healthy and unhealthy?	Understand the difference between appropriate and inappropriate touch Understand personal boundaries. Consideration of combined elements of 3-year study. How can we talk about things worrying us? Who can we talk to?	Be able to describe how you might feel if something is borrowed and not returned Know why it is wrong to steal. Consideration of combined elements of 3-year study. Consequences quiz	Be able to recognise and name emotions and their physical effects of grief Learn a range of coping skills. Consideration of combined elements of 3-year study. What feelings do you know? How can you manage these feelings? How can you recognise them?	A range of activities designed to support computer safety designed and created by the class. Golden rules, computer safety workbook, computer safety documentary. Consideration of combined elements of 3-year study. Computer safety	*New focus	*New focus					
	<b>1decision resource</b>	Keeping/Staying Safe	Keeping/Staying Healthy	Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	The Working World	A World Without Judgement					
	<b>Great teaching</b>	Assessment Baseline Cycle Safety	Assessment Baseline Healthy Living	Assessment Baseline Appropriate Touch / Relationships	Assessment Baseline Coming Home on Time	Assessment Baseline Jealousy	Assessment Baseline Online Bullying	Assessment Baseline Chores at Home	Assessment Baseline Breaking Down Barriers					

Implementation




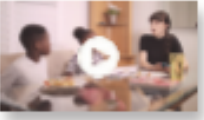
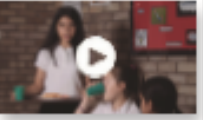

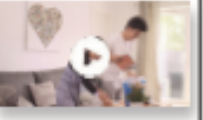
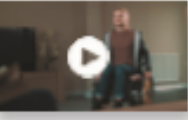
Great learning

What do we need to keep safe from? How do we keep safe?	Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice	What is a healthy lifestyle choice? Do you make healthy lifestyle choices?	Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older	Do we all grow and change in the same way? Do we all grow and change at the same rate? Complete baseline activity	Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help if needed	How can we be responsible at home, at school, in the community? How can children and young people be irresponsible?	Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.	How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways?	Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy	What are the positive and negatives of using computers and being online? Share with the class and consider what we have already learnt about this topic in earlier years.	Be able to identify cyber-bullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.	Where does the money come from to pay for all of the services that keep us healthy, safe and educated. What is Tax? What is VAT?	Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education.	What does a World without judgement look like? Do we really understand the word judgement? How does it feel when we are judged?	How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.
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Breadth and Balance



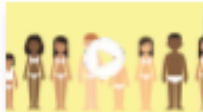





Bikeability training	Design and technology (food) Science – food Maths measurements	PE Science – living and growing Maths - measurements	SMSC	Writing for a purpose Art – body study What to Do When Your Temper Flares: A Kid’s Guide to Overcoming Problems with Anger (What-to-Do Guides for Kids) (What-to-Do Guides for Kids (R)) by Dawn Huebner and Bonnie Matthews	Computing <a href="https://www.thinkuknow.co.uk/8_10/">https://www.thinkuknow.co.uk/8_10/</a>	SMSC Maths – money Computing You may consider a visit from an accountant or a careers day.	SMSC RE History English Reading Nowhere Boy by Katherine Marsh
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Inspiring context								
Covers Statutory Elements	<p><b>KS2 Expectations: Physical health and fitness (H)</b> The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>	<p><b>KS2 Expectations: Healthy Eating (H)</b> What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p><b>KS2 Expectations: Families and people who care for me (R)</b> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <b>Caring friendships (R)</b> How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <b>Being Safe (R)</b> How to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p><b>KS2 Expectations: Respectful relationships (R)</b> Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p>	<p><b>KS2 Expectations: Mental Wellbeing (H)</b> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary</p>	<p><b>KS2 Expectations: Internet safety and harms (H)</b> How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. 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.</p>	<p><b>PSHE programme of study</b> <b>Core theme – Living in the Wider World</b> About where money comes from, keeping it safe and the importance of managing it effectively. The part that money plays in people's lives. A basic understanding of enterprise</p>	<p><b>KS2 Expectations: Respectful relationships (R)</b> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
Safeguarding	Keeping safe at home, at school and in the community	Health and first aid	Protective behaviours	Keeping safe at home, at school and in the community	Keeping safe at home, at school and in the community	Online Safety Anti-bullying	Life skills	Anti-Racism Protection from Extremism

**1decision PSHE progression document – Year 5**

<b>Intent</b>	<b>Through 1decision</b>	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.							
	<b>Vision</b>	In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.  Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.							
	<b>Our Aims</b>	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.							
<b>Implementation</b>	<b>Builds on</b>	Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice	What is a healthy lifestyle choice? Do you make healthy lifestyle choices? Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.	Do we all grow and change in the same way? Do we all grow and change at the same rate? Complete baseline activity. Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help if needed.	How can we be responsible at home, at school, in the community? How can children and young people be irresponsible? Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.	How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways? Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy.	What are the positive and negatives of using computers and being online? Share with the class and consider what we have already learnt about this topic in earlier years. Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.	Where does the money come from to pay for all of the services that keep us healthy, safe and educated. What is Tax? What is VAT? Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education.	What does a World without judgement look like? Do we really understand the word judgement? How does it feel when we are judged? How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.
	<b>1decision resource</b>	Keeping/Staying Safe	Keeping/Staying Healthy	Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	The Working World	A World Without Judgement
	<b>Great teaching</b>	Peer Pressure Adults views Children's views	Smoking Adults views Children's views	Puberty Adults views Children's views	Looking out for others Adults views Children's views	Anger Adults views Children's views	Image sharing Adults views Children's views	Enterprise Adults views Children's views	Inclusion and acceptance Adults views Children's views

Implementation	Great learning	Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure.	Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and wellbeing. How to manage pressures of smoking.	Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty. Understand why bodies go through puberty. Be able to develop coping strategies to help with the different stages of puberty.	Learn skills of how to speak out when someone is being unkind to us or others. Be able to describe caring and considerate behaviour. Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.	Understand more about healthy and unhealthy anger. Understand it is natural to feel angry but how it is expressed is important. How to debate.	Understand the consequences of potential outcomes of sharing images online. Be able to create a set of rules to follow when sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online.	Understand the basics of saving money, be able to identify how you can help at home. Understand how to budget for items you would like to buy.	What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion.
	Breadth and Balance	SMSC	Science <a href="http://www.quit.org.uk/wp-content/uploads/2017/09/PrimaryResource-Pack.pdf">http://www.quit.org.uk/wp-content/uploads/2017/09/PrimaryResource-Pack.pdf</a>	Science <b>English reading:</b> Dr Christian's Guide to Growing Up by Dr Christian Jessen and Dave Semple	SMSC	PE Wellbeing Nurture group work English - debating	Computing Writing SMSC	Maths Multi subject possibilities of planning for an event	RE History Art
	Inspiring context								
Impact	Covers Statutory Elements	<b>KS2 Expectations: Caring friendships (R)</b> 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.	<b>KS2 Expectations: Drugs, Alcohol and Tobacco (H)</b> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<b>KS2 Expectations: Changing Adolescent Body (H)</b> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.	<b>KS2 Expectations: Being Safe (R)</b> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	<b>KS2 Expectations: Caring friendships (R)</b> 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.	<b>KS2 Expectations: Internet safety and harms (H)</b> About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	<b>PSHE programme of study Core theme – Living in the Wider World</b> About where money comes from, keeping it safe and the importance of managing it effectively. The part that money plays in people's lives. A basic understanding of enterprise.	<b>KS2 Expectations: Respectful relationships (R)</b> What a stereotype is, and how stereotypes can be unfair, negative or destructive.


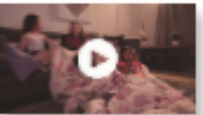



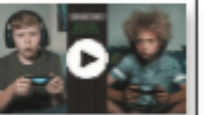




Covers Statutory Elements	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.				How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.		The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
Safeguarding	Keeping safe at home, at school and in the community	Health and first aid	Protective behaviours	Keeping safe at home, at school and in the community	Keeping safe at home, at school and in the community	Online Safety Anti-bullying	Life skills	Anti-Racism Protection from Extremism



## 1decision PSHE progression document – Year 6

<b>Intent</b>	<b>Through 1decision</b>	We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.															
	<b>Vision</b>	<p>In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.</p> <p>Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.</p>															
	<b>Our Aims</b>	During their time at primary school, children will encounter many of life's challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.															
<b>Implementation</b>	<b>Builds on</b>	Understand potential outcomes of taking risks. What is peer pressure and why do we give in to it? Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure.	Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and well-being. How to manage pressures of smoking.	Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty. Understand why bodies go through puberty. Be able to develop coping strategies to help with the different stages of puberty.	Learn skills of how to speak out when someone is being unkind to us or others. Be able to describe caring and considerate behaviour. Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.	Understand more about healthy and unhealthy anger. Understand it is natural to feel angry but how it is expressed is important. How to debate.	Understand the consequences of potential outcomes of sharing images online. Be able to create a set of rules to follow when sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online.	Understand the basics of saving money, be able to identify how you can help at home. Understand how to budget for items you would like to buy.	What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion.								
	<b>1decision resource</b>	<b>Keeping/Staying Safe</b>		<b>Keeping/Staying Healthy</b>		<b>Growing and Changing</b>		<b>Being Responsible</b>		<b>Feelings and Emotions</b>		<b>Computer Safety</b>		<b>The Working World</b>		<b>A World Without Judgement</b>	
	<b>Great teaching</b>	Water Safety	Assessment Summative	Alcohol	Assessment Summative	Conception	Assessment Summative	Stealing	Assessment Summative	Worry	Assessment Summative	Making Friends Online	Assessment Summative	In-app Purchases	Assessment Summative	British Values	Assessment Summative

Great learning	Warning signs and water Dangers of water Keeping safe near water An alien has arrived on Earth. On the alien's planet there are no dangers. Keep the alien safe on Earth.	Be able to predict and assess the level of risk in different fun situations Be able to understand the risks associated with alcohol Discussion on staying healthy and new skills learnt during the unit Revisit the Healthy Lifestyle choices activity	Know and understand the terms conception and reproduction Understand the function of the male and female reproductive systems Learn about the different stages of pregnancy Complete the 'What I now know' activity School interviews on growing and changing Sharing the message of how to gain support	Understand the importance of not stealing Why is it important to be considerate and maintain a positive reputation? Understand we should not take people's possessions without permission Work through a range of scenarios and consider as a class responsible and irresponsible behaviour Discuss skills and strategies learnt to support positive behaviour	Be able to recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good. Understand how we can recognise worry and support self or others who may be worried. Consider a range of scenarios (provided) and for each consider what emotion each child is feeling and what they could do to make them feel better.	Know and understand the potential dangers of talking to people online Understand that fake online profiles exist, and people not always be who they say they are. Staying safe online Pupils design a range of ways to stay safe online. Revisit the initial assessment and show how much learning has undertaken Student video creation – how to stay safe online.	Understand the impact of spending money without permission Recognise how to be responsible and respectful whilst using online games and apps What have we learnt about the working world? How can we help the family save money?	Understand that there are a wide range of religions and beliefs in the UK Explain each of the British values Create a range of values for your educational setting Explain how all religions can live in cohesion Be able to discuss what is meant by the following term: Equality is... Diversity is... Cohesion means to... Design your perfect world
Breadth and Balance	PE – Swimming School journey Science <a href="https://rnli.org/youth-education">https://rnli.org/youth-education</a>	Science PE – nutrition and health	Science – conception in animals	Nurture group work SMSC	Nurture group work SMSC The Huge Bag of Worries by Virginia Ironside and Frank Rodgers	Computing Writing SMSC	Maths Multi subject possibilities of planning for an event <a href="https://ulsterbankni.mymoneysense.com/teachers/resources-8-12s/">https://ulsterbankni.mymoneysense.com/teachers/resources-8-12s/</a>	RE History Art
Inspiring context								

## Covers Statutory Elements

PSHE programme of study  
Core Theme – Health and Well-being  
How to respond in an emergency

**KS2 Expectations: Drugs, Alcohol and Tobacco (H):**  
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**KS2 Expectations: Sex education**  
– comes under separate policy to statutory element – see 1 decision guide to policy writing

**KS2 Expectations: Caring friendships(R)**  
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**KS2 Expectations: Mental wellbeing (H)**  
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

**KS2 Expectations: Being safe (R)**  
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard.

**KS2 Expectations: Internet Safety and Harms (H)**  
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

**KS2 Expectations: Families and people who care for me (R):**  
'That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

## Safeguarding

Keeping safe at home, at school and in the community

Health and first aid

Protective behaviours  
Sex education

Keeping safe at home, at school and in the community

Keeping safe at home, at school and in the community

Online Safety  
Anti-bullying

Life skills

Anti-Racism  
Protection from Extremism