

Subject Progression for PSHE

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	Unit: Physical Health and Fitness / Healthy Eating <i>KEY QUESTION: How can I enjoy a healthy, balanced lifestyle?</i> <i>KEY VOCABULARY:</i> <i>Balanced diet</i> <i>Nutrition</i> <i>Food groups</i> <i>Health</i> <i>Responsibility</i> <i>Choices</i> <i>Mental health</i> <i>Safe and unsafe</i>	<p>To understand the mental and physical benefits of an active lifestyle (healthy).</p> <p>To know the importance of regular exercise and how to achieve this.</p> <p>To know there is risk associated with inactivity.</p> <p>To know how and when to seek support.</p> <p>To know what constitutes a healthy diet and the risks associated with poor diet.</p> <p>To know what is involved in planning and preparing healthy meals.</p> <p>To know how to stay safe when out and about – road safety.</p>	<p>Make choices about how to develop healthy lifestyles.</p> <p>Explain the importance of exercise.</p> <p>Plan a healthy, balanced meal and explain their choices with reference to nutritional food groups.</p> <p>Explain how to cross a road safely.</p> <p><i>Public Health England's Hampshire Child Health Profile 2018-2019 identified the number of children being killed and seriously injured on England's roads as a concern.</i></p> <p><i>Source: fingertips.phe.org.uk/profile/child-healthprofile</i></p>
	Unit: Caring Friendships (Including Online) <i>KEY QUESTION: What is meant by friendship?</i> <i>How can I stay safe online?</i> <i>KEY VOCABULARY:</i>	<p>To know that friendships make you feel happy and secure (safe).</p> <p>To recognise the characteristics of healthy friendships.</p> <p>To understand differences in online relationships.</p> <p>To know the importance of trust.</p>	<p>Explain the features of a healthy friendship.</p> <p>Explain differences between online and face-to-face relationships.</p> <p>Demonstrate that they can manage some feelings in a positive and effective way.</p>

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
	<i>Friendship</i> <i>Trust</i> <i>Respect</i> <i>Healthy/unhealthy</i> <i>Positive/negative</i> <i>Feelings</i> <i>E-safety</i>	<p>To have strategies to deal with ups and downs in friendships (respectful)</p> <p>To know that our body can often give us a sign when something doesn't feel right</p> <p>To trust these signs and talk to a trusted adult if this happens</p> <p>To recognise and describe appropriate behaviour online as well as offline</p> <p>To identify what constitutes personal information and when it is not appropriate or safe to share this.</p>	<p>Express views confidently, listen to and show respect for the views of others. They can share their views and opinions.</p> <p>Demonstrate that they recognise their own worth and that of others.</p> <p>Explain how to report worries.</p> <p>Explain how to get help in a situation where requests for images or information of themselves or others occurs</p>
	<p>Basic First Aid</p> <p><i>KEY QUESTION:</i> <i>What would I do in an emergency?</i></p> <p><i>KEY VOCABULARY:</i> <i>Emergency; First Aid; Hoax call; Medicine; Drug ; Prescription</i></p>	<p>To know how to make a call to the emergency services.</p> <p>To have a basic concept of first aid e.g dealing with head injuries.</p> <p>To know how to stay safe around medicines.</p>	<p>Explain the 999 process.</p> <p>Demonstrate some basic first aid skills using Red Cross guidance.</p> <p>Identify the differences between prescription and over the counter medicines and identify key information on labels.</p>
	<p>Respectful Relationships (Including Anti-Bullying)</p> <p><i>KEY QUESTION: What makes us special?</i></p> <p><i>KEY VOCABULARY:</i></p>	<p>To know the importance of: Respecting others, different preferences or beliefs.</p> <p>To know the importance of self-respect.</p> <p>To understand why you should expect to be respected by others.</p>	<p>Reflect on listening skills. Give examples of respectful language.</p> <p>Recognise there are many different types of family.</p> <p>Suggest strategies for dealing with bullying.</p>

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	<i>Respect; Difference; Beliefs; Relationships; Bullying; Abuse; Permission; Rights; Touch; Penis; Vagina; Safe ; Unsafe; Comfortable; Uncomfortable</i>	<p>To know the responsibility of bystanders during an incident(s) of bullying.</p> <p>To know about stereotypes.</p> <p>To know about permission seeking (PANTS campaign).</p>	
4	Unit: Online Relationships <i>KEY QUESTION: How can I stay safe online? How do I know who is a safe person to talk to online?</i> <i>KEY VOCABULARY: Relationship; Trust; Online; Respect; Safety; Cyber bullying</i>	<p>To understand that people can use the online ‘world’ to pretend to be someone they’re not.</p> <p>To know that the same principles of respect apply to online relationship as face to face.</p> <p>To know how to stay safe online.</p> <p>To make appropriate decisions when online</p>	<p>Explain how to stay safe online.</p> <p>Describe the nature and consequences of cyber bullying, and can express ways of responding to it.</p> <p>Express their views confidently, listen to, and show respect for the views of others.</p> <p>Discuss online safety and how to keep safe.</p>
	Unit: Changing Body <i>KEY QUESTION: Growing up: How will my body change?</i> <i>KEY VOCABULARY: Puberty; Lifecycle; Reproduction; Physical ; Pregnancy; Breasts ; Sperm; Egg; Pubic hair; Emotions; Feelings; Penis; Vagina; Menstrual cycle; Period</i>	<p>To know key facts about puberty and the changing adolescent body - physical and emotional.</p> <p>To understand the menstrual cycle.</p> <p>To have an understanding of menstrual wellbeing.</p>	<p>Discuss, and explain, some of the bodily changes at puberty.</p> <p>Identify trusted support networks for physical and emotional health.</p>

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	Families and People Who Care for Me <i>KEY QUESTION: What is a family?</i> <i>KEY VOCABULARY: Fostering; Adoption ; Stereotypes; Family; Lesbian; Gay; Marriage; Respect</i>	<p>To understand differences in families, including same sex families.</p> <p>To know why marriage is important to some couples, and know what constitutes a legal marriage.</p> <p>To know what makes relationships unhappy or unhealthy (taught to an appropriate level)</p> <p><i>NB: Use the key words lesbian and gay when talking to children about same sex relationships and ensure they understand how to use these words appropriately.</i></p>	<p>Recognise that there are many different types of family</p> <p>Explain what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Explain that marriage is a commitment to be entered into freely and not against someone's will</p> <p>Recognise that marriage includes same sex and opposite sex partners</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
	Internet Safety and Harms <i>KEY QUESTION: How safe is the internet?</i> <i>KEY VOCABULARY: E-safety; Mental health; Respect; Appropriate; Responsible; Trust</i>	<p>To recognise the benefits of the internet.</p> <p>To know the benefits of rationing time online.</p> <p>To understand that the internet can be a negative place and can impact on mental health.</p> <p>To understand what is meant by fake news and how to be a discerning citizen online, including knowing that information from search engines is ranked, selected and targeted.</p>	<p>Show an understanding of different forms of technology that can be used to access the Internet and Communicate with others.</p> <p>Use sensitive and appropriate language when using Online communication tools and show an awareness of the effects of online actions on others.</p>
5	Unit: Being Safe (Including Online) <i>KEY QUESTION:</i>	<p>To know: What sorts of boundaries are appropriate in friendships with peers and others (including digital context).</p>	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p>

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	<p><i>Is it ok to say no?</i></p> <p><i>How can I stay safe online?</i></p> <p>KEY VOCABULARY:</p> <p><i>Privacy</i></p> <p><i>Secret</i></p> <p><i>Promise</i></p> <p><i>Appropriate/ inappropriate contact</i></p> <p><i>Safe</i></p> <p><i>Unsafe</i></p> <p><i>Trust</i></p> <p><i>Respect</i></p>	<p>About the concept of privacy, including secrets.</p> <p>That each person's body belongs to them – differences between safe/unsafe appropriate/inappropriate contact.</p> <p>How to respond safely to adults.</p> <p>How to recognise and report feelings of being unsafe around any adults.</p> <p>How to ask for advice or help.</p> <p>How to report concerns – what vocabulary should be used.</p> <p>Where to get advice.</p> <p>To know how their online communication affects others.</p> <p>To know how to protect personal information online;</p> <p>To recognise disrespectful behaviour online and know how to respond to it.</p>	<p>Explain when they should keep secrets and promises and when they should tell someone about them.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Recognise how different surprises and secrets might make them feel.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Identify people who can be trusted.</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space.</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them</p> <p>Understand what kinds of touch are acceptable or unacceptable</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Discuss their online communication and understand how others perceive this.</p>

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			<p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private.</p> <p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face.</p>
	<p>Unit: Changing Adolescent Body</p> <p><i>KEY QUESTION:</i> <i>How and why will my body change?</i></p> <p><i>KEY VOCABULARY:</i> <i>Puberty; Physical changes; Emotional changes; Moods; Menstruation; Periods; Tampons; Sanitary towels; Wet dreams; Semen; Erection; Sweat; Breasts; Spots; Pubic hair; Facial hair; Underarm hair; Sexual feelings; Privacy; Human rights; Protection; Female Genital Mutilation</i></p>	<p>To know key facts about puberty and the changing adolescent body, particularly age 9-11, including physical and emotional changes.</p> <p>To understand menstrual wellbeing, including key facts about the menstrual cycle.</p> <p>To know that body images in the media (male and female) are not always a true reflection of reality.</p> <p><i>NB: Some children with SEN may be physically ready to learn about these topics, but not mentally. It is important to address these needs carefully and in liaison with parents/carers.</i></p>	<p>Discuss some physical and emotional changes at puberty and demonstrate ways of dealing with these in a positive way.</p> <p>Identify some products that they may need during puberty and why.</p> <p>Identify factors that affect emotional health and well-being.</p>

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	Health and Prevention <i>KEY QUESTION: How can I look after my body?</i> <i>KEY VOCABULARY:</i> Immunisation Vaccine Illness Dental health Hygiene Antibiotics	To know about sun safety, the importance of sleep, dental health and personal hygiene. To know about facts and science related to immunisations and vaccines. <i>Public Health England's Hampshire Child Health Profile 2018-2019 identified the number of children in care not receiving immunisations as an area of significant concern.</i> To know how to recognise the early signs of physical illness.	Identify ways to stay safe in the sun, and can explain why this is important. Explain the importance of dental health and personal hygiene and identify practical ways to ensure they are following guidance. Recognise signs that they, or someone else, is unwell.
	Online Relationships <i>KEY QUESTION: How can I communicate safely online?</i> <i>KEY VOCABULARY:</i> Relationship; Online; Safety; Data; Respect; Responsibility	To know that people can pretend to be someone they're not online. To know that the same principles of respect apply online as to face to face relationships. To know the rules for stating safe online and know how to critically consider online relationships. Consider sources of information and how data is shared and used online.	Understand that online communication can be misinterpreted. Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
6	Unit: Drugs, Alcohol and Tobacco <i>KEY QUESTION:</i> <i>Legal and illegal drugs... what's the difference?</i>	To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. To know that medicines are a type of drug and how to use them safely.	Talk about the harmful aspects of some medicines and explain how to keep safe in familiar situations. Explain the risks associated with smoking and alcohol and the impact these risks have on people.

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	<p><i>KEY VOCABULARY:</i></p> <p><i>Legal</i></p> <p><i>Illegal</i></p> <p><i>Risk</i></p> <p><i>Smoking</i></p> <p><i>Alcohol</i></p> <p><i>Drugs</i></p> <p><i>Medicine</i></p>		<p>List some of the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.</p> <p><i>Public Health England's Hampshire Child Health Profile 2018-2019, identified hospital admissions for 15-24 year olds due to substance misuse as an area of significant concern.</i></p> <p><i>Admission episodes for alcohol-specific conditions in under 18's is also a concern.</i></p>
	<p>Mental Wellbeing</p> <p><i>KEY QUESTION:</i></p> <p>How can I protect my mental health?</p> <p><i>KEY VOCABULARY:</i></p> <p><i>Mental health</i></p> <p><i>Emotions</i></p> <p><i>Bullying</i></p> <p><i>Feelings</i></p> <p><i>Behaviour</i></p>	<p>To know that mental well-being is as important as physical health.</p> <p>To know that there is a normal range of emotions.</p> <p>To understand the benefits of physical exercise and time spent outdoors.</p> <p>To understand simple health care.</p> <p>To know about isolation and loneliness and the impact this can have on mental health.</p> <p><i>(Opportunity to discuss Covid-19 and the impact/experiences of social distancing).</i></p> <p>To know about, and understand, the impact of bullying on mental health.</p> <p>To know where and how to seek support.</p>	<p>Recognise and talk about different emotions. Judge whether their feelings and behaviour is appropriate/proportionate (link to our school behaviour system).</p> <p><i>Public Health England's Hampshire Child Health Profile 2018-2019 identified hospital admissions, as a result of self harm in 10-24 year olds, as a significant concern.</i></p>

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	<p>Relationships, Including Sex Education</p> <p><i>KEY QUESTION: How did we get here?</i></p> <p><i>KEY VOCABULARY: Womb; Sperm; Egg; Conception; Fertilisation; Pregnancy; Sexual intercourse; Twins; Fostering ; IVF; Adoption; Relationship; Friendship; Love; Consent; Intimacy; Privacy; Human rights; Protection; Female Genital Mutilation</i></p>	<p>To know the characteristics of a healthy lifestyle.</p> <p>To understand and respect differences in families and know ways in which people show their commitment to each other.</p> <p>To know how unhealthy/unhappy relationships can impact mental health and where to seek advice.</p> <p>To Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>To Know the legal age of consent and what it means.</p>	<p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Identify where someone could get support if they were concerned about their own or another person's safety.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p>
	<p>Internet Safety and Harms</p> <p><i>KEY QUESTION: How should I react if I witness cyber bullying? Clip</i></p> <p><i>KEY VOCABULARY: Mental health; Fake news; Reporting; Risk; Cyberbullying; Abuse</i></p>	<p>To know the benefits of the internet and of rationing time online.</p> <p>To consider the effects of online actions on others.</p> <p>To know why there are age restrictions online.</p> <p>To know that the internet can be a negative place and the impact this can have on mental health.</p> <p>To know about fake news and how to report concerns.</p>	<p>Identify the risks associated with the internet and demonstrate how to manage those risks.</p> <p>Show an understanding of cyberbullying and explain who to report concerns to.</p>