



## **PSHE Intent**

At Red Hill, our PSHE curriculum is designed to ensure that children are provided with a broad and balanced curriculum that promotes the values of a spiritual, moral, social and cultural education as we have a duty of care to keep our pupils safe. Our PSHE curriculum therefore links closely with our school and Christian values and aims to:

- Give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.
- help children understand and value how they fit into and contribute to the world.
- Develop emotional literacy, building resilience and nurturing mental and physical health.
- Promote mindfulness allowing children to advance their emotional awareness, concentration and focus
- Encourage children to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalized.



Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Key facts					
To work with others to make school a good place to be.  To start to understand children's rights and this means we should all be allowed to learn and play.	To identify something I am good at and understand everyone is good at different things  To which words to use to stand up for myself when someone says or does something unkind.	To set a goal and work towards it.  To say how I feel when I achieve a goal and know what it means to feel proud.	To understand that I need to exercise to keep my body healthy.	To think of ways to solve problems and stay friends.  To start to understand the impact of kind and unkind words	To name parts of the body  To understand that we all grow from babies to adults.  To talk about my worries and/or the things I am looking forward to next year.
Linked Learning					
Being Me in My World Reception – Year 6	Celebrating Difference Reception – Year 6	Dreams and Goals Reception – Year 6	Healthy Me Reception – Year 6	Relationships Reception – Year 6	Changing Me Reception – Year 6



PSHE progression document

**Year 1**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

**Key facts**

To explain why my class is a happy and safe place to learn.  To give different examples where I or others make my class happy and safe.	To tell you some ways that I am different and similar to other people in my class, and why this makes us all special.  To explain what bullying is and how being bullied might make somebody feel.	To explain how I feel when I am successful and how this can be celebrated positively.  To say why my internal treasure chest is an important place to store positive feelings.	To explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.  To give examples of when being healthy can help me feel happy.	To explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. To explain how my qualities, help these relationships.  To give examples of behaviour in other people that I appreciate and behaviours that I don't like.	To compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.  To use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.  To explain why some changes I might experience might feel better than others.
---	--	--	---	---	--

**Linked Learning**

Being Me in My World Reception – Year 6	Celebrating Difference Reception – Year 6	Dreams and Goals Reception – Year 6	Healthy Me Reception – Year 6	Relationships Reception – Year 6	Changing Me Reception – Year 6
--	--	--	----------------------------------	-------------------------------------	-----------------------------------



PSHE progression document

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Key facts					
To explain why my behaviour can impact on other people in my class.  To compare my own and my friends' choices and can express why some choices are better than others.	To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.  To explain how it feels to have a friend and be a friend. To explain why it is OK to be different from my friends.	To explain how I played my part in a group and the parts other people played to create an end product.  To explain how our skills complemented each other.  To explain how it felt to be part of a group and can identify a range of feelings about group work.	To explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.  To compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	To explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.  To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	To use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.  To explain why some types of touches feel OK and others don't.  To be able to tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.
Linked Learning					
Being Me in My World Reception – Year 6	Celebrating Difference Reception – Year 6	Dreams and Goals Reception – Year 6	Healthy Me Reception – Year 6	Relationships Reception – Year 6	Changing Me Reception – Year 6



PSHE progression document

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing Feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>
Key facts					
<p>To explain how my behaviour can affect how others feel and behave.</p> <p>To explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>To explain why it is important to feel valued.</p>	<p>To 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.</p> <p>To tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>To explain the different ways that help me learn and what I need to do to improve.</p> <p>To be confident and positive when I share my success with others. To explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>To express how being anxious/ scared and unwell feels.</p>	<p>To explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>To explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>To explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>To recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
Linked Learning					
Being Me in My World Reception – Year 6	Celebrating Difference Reception – Year 6	Dreams and Goals Reception – Year 6	Healthy Me Reception – Year 6	Relationships Reception – Year 6	Changing Me Reception – Year 6



PSHE progression document

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behavior</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First Impressions</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and Animals</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>
Key facts					
<p>To explain why being listened to and listening to others is important in my school community.</p> <p>To explain why being democratic is important and can help me and others feel valued.</p>	<p>To tell you a time when my first impression of someone changed as I got to know them.</p> <p>To explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>To explain why it is good to accept myself and others for who we are.</p>	<p>To plan and set new goals even after a disappointment.</p> <p>To explain what it means to be resilient and to have a positive attitude.</p>	<p>To recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>To identify feelings of anxiety and fear associated with peer pressure.</p>	<p>To recognise how people are feeling when they miss a special person or animal.</p> <p>To give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>To explain some of the choices I might make in the future and some of the choices that I have no control over. To offer some suggestions about how I might manage my feelings when changes happen.</p>
Linked Learning					
<p>Being Me in My World Reception – Year 6</p>	<p>Celebrating Difference Reception – Year 6</p>	<p>Dreams and Goals Reception – Year 6</p>	<p>Healthy Me Reception – Year 6</p>	<p>Relationships Reception – Year 6</p>	<p>Changing Me Reception – Year 6</p>



PSHE progression document

**Year 5**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, Participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food choices</p> <p>Healthy choices</p> <p>Motivation and behavior</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>

**Key facts**

<p>To compare my 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.</p> <p>To explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>To 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.</p> <p>To explain why racism and other forms of discrimination are unkind. To express how I feel about discriminatory behaviour.</p>	<p>To compare my hopes and dreams with those of young people from different cultures.</p> <p>To reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>To explain different roles that food and substances can play in people’s lives. To explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>To summarise different ways that I respect and value my body.</p>	<p>To compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>To apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>To explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. To summarise the process of conception.</p> <p>To express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>
---	--	--	---	---	---

**Linked Learning**

Being Me in My World Reception – Year 6	Celebrating Difference Reception – Year 6	Dreams and Goals Reception – Year 6	Healthy Me Reception – Year 6	Relationships Reception – Year 6	Changing Me Reception – Year 6
---	---	-------------------------------------	-------------------------------	----------------------------------	--------------------------------



PSHE progression document

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Key facts					
To explain how my choices can have an impact on people in my immediate community and globally.  To empathise with others in my community and globally and explain how this can influence the choices I make.	To explain ways in which difference can be a source of conflict or a cause for celebration.  To show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	To explain different ways to work with others to help make the world a better place.  To explain what motivates me to make the world a better place.	To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.  To identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	To identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.  To explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. To offer strategies to help me manage these feelings and situations.	To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.  To recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
Linked Learning					
Being Me in My World Reception – Year 6	Celebrating Difference Reception – Year 6	Dreams and Goals Reception – Year 6	Healthy Me Reception – Year 6	Relationships Reception – Year 6	Changing Me Reception – Year 6