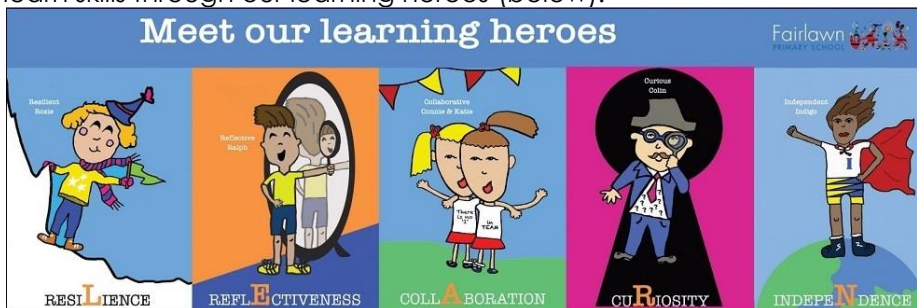


PSHE Progression of Knowledge and Skills

Intent (Aims)

At Fairlawn, we aim for every child to have high self-esteem and be equipped to make a valuable contribution in later life. At Fairlawn Primary School, PSHE is at the core of everything we do and enables our children to become independent, curious, reflective, collaborative and resilient learners. We understand the importance of developing the 'whole child' and the children are taught about these learning to learn skills through our learning heroes (below).



We aim to provide the best possible education, opportunities and environment for all. We believe that our PSHE curriculum aims to give children the knowledge, skills and understanding they need to lead safe, confident, healthy and independent lives. Fairlawn Primary School is an inclusive community where ALL pupils are pushed to aim high, achieve well and develop self-confidence and a sense of community, underpinned by our core values; **Friendship, Responsibility and Empathy**. PSHE is central to this ethos and equips children with the knowledge, skills and strategies to live healthy, safe and responsible lives.

Pedagogy (How?)

Our PSHE curriculum covers three key areas:

Health and Wellbeing

Living in the Wider World

Relationships

One timetabled PSHE lesson per week is taught from Years 1-6. In our Early Years and Foundation Stage, PSHE is an integral part of the children's personal, social and emotional development. There are many other opportunities where children are involved in PSHE outside of the discreet lesson, including assemblies where a range of themes are covered. Some of these include cross curriculum teaching (e.g. PE, RE and Geography) and contributions made by our Pupil Parliament (there is one representative from each class in Year 1 and two representatives from each class from Y2 – Y6).

Pupil voice is at the core of what we do and our PSHE curriculum is also evident outside of our discrete sessions through:

- Peer mediators
- Pupil Librarians
- Digital Leaders (Computing)
- OPAL play
- Rights Respecting School (Gold award).

<p>– Outside agencies that work with our pupils include the NSPCC (fundraising), BLAM (Black Learning Achievement and Mental Health), Ootiboo (wellbeing focus), Representation Matters and Urban Synergy (a youth empowerment charity on a mission to inspire, guide and ignite the ambitions of young people).</p> <p>-We welcome visitors to the school such as the police, fire service, Red Cross to deliver more specialist sessions for our pupils.</p> <p>To ensure children get the very best teaching in these areas we have chosen to use an award-winning resource – 1decision/Kapow. 1decision is part of Headway Education and has been kitemarked by the PSHE association</p>							
Curriculum (What?)	EYFS (All skills crossover)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p> <p>Physical Health and Mental Wellbeing (Mental and Physical)</p>	<p>Manage their own needs. - Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Can I understand what it means to be healthy and why it is important?</p> <p>Can I understand ways to take care of myself? (including basic hygiene)</p> <p>Can I understand the difference between healthy and unhealthy diets?</p> <p>Can I understand how physical activity keeps me healthy?</p> <p>Can I understand how other people can help us to stay healthy, such as parents, doctors, nurses, dentists and lunch supervisors?</p> <p>Introduce PANTS rule and song</p>	<p>Can I describe and share a range of feelings?</p> <p>Can I understand and use different ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others?</p> <p>Can I understand how to manage big feelings including those associated with change, loss and bereavement?</p> <p>Can I understand when and how to ask for help, and how to help others, with their feelings?</p> <p>Can I understand why sleep and rest are important for growing and keeping healthy?</p> <p>Can I understand that medicines, including vaccinations and immunisations, can help people stay</p>	<p>Can I identify and talk about my feelings?</p> <p>Can I understand and identify the different ways people express feelings e.g. words, actions, body language?</p> <p>Can I recognise how feelings can change overtime and become more or less powerful?</p> <p>Can I understand which things affect feelings both positively and negatively?</p> <p>Can I identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)?</p> <p>Can I understand what can help people to make healthy choices and what might negatively influence them?</p> <p>Can I understand that regular exercise</p>	<p>Can I identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally?</p> <p>Can I understand what good physical health means and how to recognise early signs of physical illness?</p> <p>Can I understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary?</p> <p>Can I understand how to maintain oral hygiene and dental health, including how to brush and floss correctly?</p> <p>Can I understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health?</p> <p>Recap: PANTS rule</p>	<p>Can I understand that some diseases can be prevented by vaccinations and immunisations?</p> <p>Can I understand that bacteria and viruses can affect health and demonstrate how I can help prevent the spread of bacteria and viruses with everyday hygiene routines?</p> <p>Can I understand how medicines can contribute to health and how allergies can be managed?</p> <p>Can I recognise and demonstrate the shared responsibility of keeping a clean environment?</p> <p>Can I understand how sleep contributes to a healthy lifestyle, explore healthy sleep strategies and how to maintain them?</p>	<p>Can I understand that mental health is just as important as physical health and that both need looking after?</p> <p>Can I recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support?</p> <p>Can I understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing?</p> <p>Can I identify and use positive strategies for managing feelings and understand situations when someone may experience mixed or conflicting feelings??</p> <p>Can I understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome?</p>

	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		healthy and manage allergies?	has positive benefits for my mental and physical health?		Can I understand the benefits of being outdoors for physical and mental health? Covered in Outdoor Learning sessions (twice a half-term)	<u>Loss</u> Can I understand the strategies that can help someone cope with the feelings associated with change or loss?
	Feel strong enough to express a range of emotions.		Can I understand and demonstrate the importance of, and routines for, brushing teeth and visiting the dentist?	Recap: PANTS rule		Recap: PANTS rule	Can I identify how to ask for help and support with loss, grief or other aspects of change?
	Be increasingly able to talk about and manage their emotions.		PANTS rule and song				Recap: PANTS rule
	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.						
	Make healthy choices about food, drink, activity and toothbrushing.						

Autumn 2

Keeping Safe & Growing and Changing

GROWING AND CHANGING

Can I recognise what makes me special and unique?

Can I recognise how people are similar and how people are different?

Can I understand what to do if I am finding things difficult and I need some help?

Can I recognise different emotions?
Can understand how feelings can affect behaviour?

KEEPING SAFE

Can I learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines?

Can I understand how to keep myself safe at home in relation to electrical appliances and fire safety?

Can I understand how medicines are used to make people feel better?

Can I be safe with household products and medicines?

Can I understand how to respond if there is an accident and someone is hurt, including how to dial 999 and what to say?

RSE

Recap: PANTS rule

GROWING AND CHANGING

Recap: PANTS rule

Can I understand that everyone is an individual and has unique and valuable contributions to make?

Can I identify my own personal strengths and interests and what I'm proud of (in school, out of school)?

Can I recognise common challenges to self -worth e.g. finding school work difficult, friendship issues?

Can I identify basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again?

Can I recognise the differences between males and females, including body parts?

Can I understand the human life cycle and how bodies change?

KEEPING SAFE

Can I understand how to deal with bites and stings?

KEEPING SAFE

Can I understand the importance of taking medicines correctly and using household products safely?

Can I identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects?

Can I identify some of the risks associated with drugs common to everyday life?
Can I understand that for some people using drugs can become a habit which is difficult to break?

Can I understand how to help someone who is having an asthma attack?

GROWING AND CHANGING

Recap: PANTS rule
Can I name internal and external body parts using the correct terminology?
Can I identify how bodies changes as we grow up?
Can I identify some basic facts about puberty, including its impact on the body and on our emotions?

KEEPING SAFE

Can I identify when situations are becoming risky, unsafe or an emergency?

Can I differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour?

Can I understand how to help someone who is bleeding?

Can I understand how to call for help when someone is unwell?

Recap: PANTS rule

KEEPING SAFE

Can I identify the risks and effects of different drugs and understand the laws relating to common everyday drugs and illegal drugs?

Can I recognise why people may use legal and illegal drugs?

Can I understand the work of organisations who support people with drug use?

Can I understand the messages in the media relating to drug use and how they might influence opinions and decisions?

Can I understand how to help someone who is choking?

Can I understand how to help someone who may have a head injury?

Recap: PANTS rule

<p>Spring 1</p> <p>Living in the Wider World</p>	<p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>See themselves as a valuable individual.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Can I understand how to care for living things like animals and plants?</p> <p>Can I understand how we can look after the environment?</p> <p>Can I identify people in the community who help us?</p> <p>Can I understand that different strengths and interests are needed in different jobs?</p> <p>PANTS Rule refresher</p>	<p>Can I understand what money is and the different ways people pay for things?</p> <p>Can I understand how money can be kept and looked after?</p> <p>Can I understand how people get paid for the jobs they do?</p> <p>Can I understand how people make choices about spending money, including thinking about needs and wants?</p> <p>PANTS Rule refresher</p>	<p>Can I understand the reasons for rules and laws in society?</p> <p>Can I understand what happens if laws are broken?</p> <p>Can I understand what human rights are and how they protect people?</p> <p>Can I understand that we have responsibilities as well as rights?</p> <p>PANTS Rule refresher</p>	<p>Can I understand how people make different spending decisions based on their budget, values and needs?</p> <p>Can I understand how to keep track of money and why this is important?</p> <p>Can I understand that there are different ways to pay for things?</p> <p>Can I understand how people spend their money can have positive and negative effects on others?</p> <p>PANTS Rule refresher</p>	<p>Can I identify jobs I may want to do in the future?</p> <p>Can I understand what ambition is and why it is important for my future?</p> <p>Can I understand what might influence someone's decision about a certain career?</p> <p>Can I understand the importance of diversity and inclusion to promote people's career opportunities?</p> <p>Can I understand stereotyping in the workplace and how to challenge it?</p> <p>Can I understand that there are a variety of routes into work?</p> <p>PANTS Rule refresher</p>	<p>Can I understand the role that money plays in people's lives and what influences decisions about money?</p> <p>Can I understand how to judge if something is value for money?</p> <p>Can I understand the techniques companies use to sell things and the importance of being a critical customer?</p> <p>Can I understand how money can impact on a person's health and well-being?</p> <p>Can I understand common risks associated with money including debt, fraud and gambling?</p> <p>PANTS Rule refresher</p>
<p>Spring 2</p> <p>Living in the Wider World</p>		<p>Can I understand what kind and unkind behaviour might look like?</p> <p>Can I identify people in my community who do kind things for me?</p> <p>Can I understand how kind and unkind behaviour makes us feel?</p>	<p>Can I understand that I belong to different groups and have a role to play in each one? (faith groups, class group, family group...)</p> <p>Can I understand my rights and responsibilities in these different groups?</p>	<p>Can I understand that there is a variety of different jobs that adults do?</p> <p>Can I understand and challenge gender stereotypes related to work?</p> <p>Can I understand that many skills are important to all jobs (team work, decision making etc)?</p>	<p>Can I understand the benefits of being part of a community?</p> <p>Can I recognise all the communities I belong to?</p> <p>Can I understand the different ways communities support each other?</p> <p>Can I recognise differences between</p>	<p>Can understand the importance of protecting the environment and how everyday actions can support or damage it?</p> <p>Can I understand how to show compassion for living things and the environment?</p> <p>Can I understand how the way money</p>	<p>Can I understand what prejudice?</p> <p>Can I understand the difference between discrimination and prejudice?</p> <p>Can I recognise acts of discrimination?</p> <p>Can I think of strategies to challenge discrimination?</p>

		Can I understand why rules and laws are important?	Can I understand the importance of community?	Can I identify skills I have and which jobs they would suit?	people such as gender, race, faith?	is spent affects the environment?	Can I recognise stereotypes?
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<p>Summer 1</p> <p>Relationships</p>	<p>Engage with others through gestures, gaze and talk.</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Develop friendships with other children.</p> <p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Build constructive and respectful relationships.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Can I understand what respect means?</p> <p>Can I understand why it is important to be polite to others, share and take turns?</p> <p>Can I understand what it means to be part of a family and how families are different?</p> <p>PANTS Rule recap. in relation to consent.</p>	<p>Can I identify about the things I have in common with my friends, classmates, and other people?</p> <p>Can I understand that friends can have both similarities and differences?</p> <p>Can I play and work cooperatively in different groups and situations?</p> <p>Can I share my ideas and listen to others, take part in discussions, and give reasons for my views?</p> <p>PANTS Rule recap. in relation to consent.</p>	<p>Can I recognise respectful behaviours e.g. helping or including others, being responsible?</p> <p>Can I model respectful behaviour in different situations e.g. at home, at school, online?</p> <p>Can I understand the importance of self-respect and my right to be treated respectfully by others?</p> <p>Can I understand what it means to treat others, and be treated, politely?</p> <p>Can I understand the ways in which people show respect and courtesy in different cultures and in wider society</p> <p>PANTS Rule recap. in relation to consent.</p>	<p>Can I recognise what I have in common with others e.g. shared values, likes and dislikes, aspirations?</p> <p>Can I understand the importance of respecting the differences and similarities between people?</p> <p>Can I use appropriate vocabulary to sensitively discuss difference and include everyone?</p> <p>PANTS Rule recap. in relation to consent.</p>	<p>Can I identify what makes a healthy friendship?</p> <p>Can I understand peer influence and how it can make people feel or behave in real life and online?</p> <p>Can I identify strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication?</p> <p>Can I understand that it is common for friendships to experience challenges and that there are strategies to positively resolve disputes and reconcile differences in friendships?</p> <p>Can I understand that friendships can change over time and the benefits of having new and different types of friends?</p> <p>Can I recognise if a friendship is making me feel unsafe, worried, or uncomfortable?</p> <p>PANTS Rule recap. in relation to consent.</p>	<p>Can I understand what it means to be attracted to someone and different kinds of loving relationships?</p> <p>Can I understand that people who love each other can be of any gender, ethnicity or faith?</p> <p>Can I identify the features of healthy relationships that help individuals flourish?</p> <p>Can I understand ways in which couples show their love and commitment to one another, including those who are not married or who live apart?</p> <p>Can I understand what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults?</p> <p>PANTS Rule recap. in relation to consent.</p>
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<p>Summer 2</p> <p>Relationships (incl. RSE in Year 5 and 6)</p>	<p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p>	<p>Can I understand what it means to keep something private, including parts of the body? (NSPCC PANTS rule)</p> <p>Can I understand different ways people touch each other and how I makes people feel? (hugs, punches, tickling etc)</p> <p>Can I understand what to do if being touched makes me feel uncomfortable?</p> <p>Can I understand when it is important to ask people's permission before touching them?</p> <p>Can I understand how to not give my permission for someone to touch me?</p>	<p>Can I identify strategies for positive play with my friends? Joining in , including others etc</p> <p>Can I understand some of the common causes of arguments with my friends?</p> <p>Can I understand how to positively resolve arguments with my friends?</p> <p>Can I understand the difference between happy surprises and secrets that make me feel uncomfortable?</p> <p>Can I understand how to say no if something makes me feel uncomfortable or unsafe?</p> <p>Can I understand how to ask for help if I feel worried or unsafe?</p>	<p>Can I recognise that there are different types of families?</p> <p>Can I understand why a family is important?</p> <p>Can I understand the different ways that people in families care for each other?</p> <p>Can I identify when something in a family might make me feel worried or upset?</p> <p>Can I understand what to do if something in my family is making me feel worried or upset?</p>	<p>Can I identify the features of positive, healthy relationships?</p> <p>Can I identify strategies to use to build positive relationships?</p> <p>Can I identify how to respond if I witness or experience hurtful behaviour?</p> <p>Can I identify how to manage peer pressure?</p> <p>Can I identify when it is right to break or keep a confidence or share a secret?</p>	<p>SEX EDUCATION</p> <p>Can I explore the physical and emotional changes which occur during puberty?</p> <p>Can I understand the role that hormones play in puberty?</p> <p>Can I understand that menstruation and wet dreams are a normal part of growing up?</p> <p>Can I understand why females have periods?</p> <p>Can I understand how to manage periods and wet dreams?</p>	<p>SEX EDUCATION</p> <p>Can I explore the emotional and physical changes which occur during puberty?</p> <p>Can I explain how my body changes in puberty in preparation for reproduction?</p> <p>Can I understand the role that hormones play in puberty?</p> <p>Can I explore the processes of conception and pregnancy, including the use of contraception?</p> <p>Can I understand how babies are made?</p>