

PSHE Curriculum Progression



What does a Bathwick Year 6 Leaver look like? At Bathwick, the teaching of personal, social and health education plays a pivotal role in ensuring our pupils leave as happy, healthy members of society. Children will be equipped with the skills to help them live responsibly within their wider communities, look after their physical and mental health, and know where to turn when they need help. We aim that a Bathwick leaver will hold high aspirations for themselves and a strong sense of self-worth.

| Core theme | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Health and Wellbeing | Healthy Lifestyles Add mental health | <p>Manage their own personal needs such as going to the toilet.</p> <p>Know how good practice with regard to exercise, eating, sleeping and hygiene can support good health including oral hygiene.</p> <p>To show an understanding of their own and others feelings.</p> | <p>Maintain a healthy body.</p> <p>Maintain personal hygiene (e.g. hand washing and teeth brushing).</p> <p>Start to recognise their own feelings.</p> | <p>Make health choices (food and exercise).</p> <p>Describe feelings to others.</p> <p>Start to recognise that feelings can affect how they or others behave.</p> <p>Use simple strategies to manage feelings</p> | <p>Know what a balanced diet it.</p> <p>Maintain personal hygiene (e.g. hand washing and teeth brushing). Understand why it can be anti-social not to maintain personal hygiene.</p> <p>Begin to understand the risks of sun exposure.</p> <p>Begin to understand the importance of sleep.</p> <p>Describe feelings to others.</p> <p>Recognise that feelings can affect how they or others behave.</p> | <p>Know what a balanced diet is.</p> <p>Know how to make choices about eating a balanced diet and how to exercise regularly.</p> <p>Know that good physical health is. Begin to recognise signs of physical illness.</p> <p>Describe feelings to others. Know that these can change over time.</p> <p>Recognise that feelings can affect how they or others behave.</p> <p>Begin to recognise warning signs with mental health and wellbeing.</p> | <p>Maintain and explain a healthy lifestyle.</p> <p>Recognise how to maintain good hygiene with puberty.</p> <p>Recognise what positively and negatively affects health and wellbeing.</p> <p>Make informed choices and know what might influence these.</p> <p>Describe feelings to others. Know that these can change over time.</p> <p>Recognise that feelings can affect how they or others behave.</p> <p>Begin to recognise warning signs with mental health and wellbeing.</p> <p>Begin to understand how feelings change with change and loss including death.</p> | <p>Maintain and explain a healthy lifestyle, including good personal hygiene especially during puberty.</p> <p>Recognise how images in the media are not always real and how these can affect mental health.</p> <p>Identify the risks and effects of drugs and alcohol.</p> <p>Describe feelings to others. Know that these can change over time.</p> <p>Recognise that feelings can affect how they or others behave.</p> <p>Know how medicines are used and how to use them safely.</p> <p>Know how feelings will change differently for different people with the transition to secondary school.</p> |
| | Growing and Changing | <p>Make transition to Bathwick.</p> <p>To talk about how they have changed since they were a baby and their life story.</p> <p>Show preferences for activities and be able to say why.</p> | <p>Start to identify what they are good and what they enjoy.</p> <p>Name some parts of the body (e.g. head, legs, arms, parts of the face etc.)</p> | <p>Know how people's needs change as they grow from old to young.</p> <p>Prepare to move to KS2.</p> <p>Name more parts of the body. Know that some parts are private.</p> | <p>Recognise their individual and personal qualities.</p> <p>Begin to identify personal strengths and how these contribute to self-worth.</p> | <p>Recognise their individual and personal qualities.</p> <p>Identify personal strengths and how these contribute to self-worth.</p> <p>Know their personal identify and what contributes to who they are.</p> | <p>Recognise their individual and personal qualities.</p> <p>Identify personal strengths and how these contribute to self-worth.</p> <p>Know their personal identify and what contributes to who they are.</p> <p>Begin to understand how to deal with</p> | <p>Recognise their individual and personal qualities.</p> <p>Identify personal strengths and how these contribute to self-worth.</p> <p>Know their personal identify and what contributes to who they are.</p> |

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| | | | | | | | personal set-backs or failures. Understand the scientific process of human life-cycles. | Understand how to deal with personal set-backs or failures. Understand the new opportunities that increased independence brings. Understand the process of puberty. |
| | Keeping Safe | To understand how to make the right choices and the consequences of not making the right ones. Know the roles of familiar people in the community. Know the class rules and why we have the rules in place. | Know that the school rules keep us safe. Know how to be safe from household products including medicines. Recognise people who look after us. Know how to ask for help and who to ask. How to keep themselves and others safe. | Know that the school rules keep us safe. How to keep themselves and others safe in a range of situations (e.g. school playground, local park). Know how to ask for help and who to ask, including the emergency services. How some things stay private (e.g. areas covered by underwear) and how to respect other's privacy. | Know and understand that the school rules keep us safe. Follow basic emergency procedures, such as evacuating a room or calling 999. Begin to know what is appropriate to ask or share. | Know and understand that the school rules keep us safe. Know how to protect personal information. Know what is appropriate to ask or share. | Know and understand that the school rules keep us safe. Know and understand how to keep physically safe away from school (e.g. road crossing). Know and understand how to keep safe online. Protect personal information. Use mobile phone and technology responsibly, including safe keeping and safe user habits. | Know and understand that the school rules keep us safe. Differentiate between risk, danger, and hazard. Recognise, predict, and assess risks in different situation and decide how to manage them responsibly (including calling 999). Practise good online safety at school and at home. Explain the right to protect one's body and the law linked to contact and abuse. |
| Relationships | Families and Close Positive Relationships | Be able to about their immediate family and what is important to them. Recognise and describe special times or events for family or friends. | Identify those who love and care for them. Know about different types of families and how they might be different. Talk about ways to show that they enjoy being with their families. | Identify those who love and care for them. Talk about and explain the roles that people play in our lives (e.g. friends, relatives, acquaintances). | Know and identify shared characteristics of a healthy family life (e.g. spending time together). Discuss and evaluate how they can show appreciation for those who care for them. Give examples of positive long-term relationships. | Know that a feature of a healthy and positive family life is caring for each other. Recognise that there are different ways to care for each other. Recognise and respect that there are different types of family structures (e.g. same-sex parents). Know and explain the significance of special ceremonies and rituals that mark marriage (in the Christian tradition). Know that couples can also chose to have a civil partnership. | Explain the benefits of strong life-long relationships. Know that people who love and care for each other can live together or live apart. | Know that people may be attracted to someone emotionally, romantically, and sexually. Know that people may be attracted to someone of the same or different sex to them. Know that gender identify, and sexual orientation are different. |
| | Friendships | Form positive relationships with peers. Play co-operatively and take turns with others. Demonstrate friendly behaviour. | Know how people make friends and what makes a good friendship. Recognise when they or someone else is lonely and know what to do about it. | Talk about how someone can show kindness to a friend. Learn simple strategies to positively resolve arguments between friends. | Know the importance of friendships and how to build these positively. Know what makes a positive healthy relationship (e.g., trust and kindness). | Know that friendships have ups and downs. Learn strategies to resolve disputes and reconcile differences positively and safely. | Know that online friendships look like 'to know someone online'. Recognise how this differs to face-to-face friendships and the possible risks. Develop strategies for recognising and | Recognise how friendships can change over time, particularly with puberty and transition to Secondary School. Be aware of the benefits of making new friends and of having |

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| | | Respond appropriately to emotions they see in others. | | How to ask for help if a friend makes them feel unhappy. | Know that healthy relationships made people feel included. | Know the importance of seeking support if they feel lonely or excluded. | managing peer influence and the desire peer approval. | different types of friends. Recognise if an online friendship is making them feel uncomfortable and where to go for support. |
| | Managing hurtful behaviour | Know the class rules and why we have the rules in place. Show an understanding of their own and other emotions. | Talk about why it is good to be kind to people. Know how to respond if physical contact makes them feel uncomfortable or unsafe. | Recognise what to do if they feel unsafe or worried about themselves. Describe what bullying is, different kinds of bullying and why it is hurtful. How to respond to new, unknown adults. | Know where to go to get advice and report concerns if they are worried about their safety (including online). Describe what bullying is, different kinds of bullying and why it is hurtful. | Show a detailed understanding of the different types of bullying. Describe how to be safe on the internet and how to avoid cyberbullying. Describe how to help someone else who is being bullied. | Explain how bullying can be damaging for someone. Know about bullying and privacy and personal boundaries. Know where to get advice and report concerns if they are worried about their own or someone else's safety. | Know and explain why someone might behave different online, including not being who they say they are. Know how to respond safely to adults they do not know (including online). Recognise pressure from others to do something that makes them feel unsafe. |
| | Respecting Self and Others | Be able to think about the perspectives of others. Begin to empathise with others. | Start to understand that their bodies belong to them. Start to recognise the ways they are the same of different to peers. Talk about how to share their opinions. | Talk about how their bodies belong to them. Recognise ways to treat themselves and others with respect, including being polite. Talk about how to share their opinions in a respectful way. | Talk about how their bodies belong to them. Understand what right and wrong touching. Begin to understand how to respect the similarities and differences between their peers. | Talk about how their bodies belong to them. Understand how to respectfully respond to a wide range of people, including those whose traditions and beliefs are different to their own. | Talk about how their bodies belong to them. Begin to recognise the impact that behaviour online can have towards others. Know how to respect others online. | Talk about how their bodies belong to them. Recognise the impact that behaviour online can have towards others. Know how to respect others online. Be able to discuss and debate topical issues whilst respecting the views of others. |
| | Sexual intercourse and the Law | | | | | | Begin to know how close intimate relationships might affect people physically, emotionally, and spiritually. | Describe the process of sexual intercourse and conception. Know the names of sexual organs and hormones. Know the reasons why people chose to have children and that choosing not to have children is a positive personal choice. Know the age of consent in the UK. |
| Living in the wider world | Shared Responsibility and communities | To know the class rules and understand why they are in place. To know the Christian values of the school. | Contribute to the life of the classroom and the school. Help construct and agree to follow class rules. | Contribute to the life of the classroom and the school. Help construct and agree to follow class rules. Know what rules | Contribute to the life of the classroom and the school. Help construct and agree to follow class rules. Know what rules | Contribute to the life of the classroom and the school. Help construct and agree to follow class rules. Know what rules | Contribute to the life of the classroom and the school. Help construct and agree to follow class rules. Know what rules | Contribute to the life of the classroom and the school. Help construct and agree to follow class rules. Know what rules |

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| | | | | are and why they are needed. Start to think about how to care for the environment. | are and why they are needed. Begin to understand the implications of not following school rules. | are and why they are needed. Understand the implications of not following school rules. | are and why they are needed. Understand the implications of not following school rules. Begin to understand some of the implications of not following the law. | are and why they are needed. Understand the implications of not following school rules. Understand some of the implications of not following the law. |
| | Economic Wellbeing | To be able to talk about the different roles and occupations in society and how they help us. | Start to recognise the roles of jobs. | Understand what money is and the forms it can take. Begin to recognise that people can make different choices about how to spend money. | Know that there is a broad range of jobs/careers. Understand the people often have more than one job/career over their life. | Begin to understand the different way to pay for things. Understand the people often have more than one job/career over their life. Recognise that people can have different attitudes towards saving and spending money. | Recognise that people can have different attitudes towards saving and spending money based on what they want and need. Begin to identify how money can impact people's feelings and emotions. Recognise stereotypes associate with jobs and why these should not limit their aspirations. | Identify how money can impact people's feelings and emotions. Identify how spending can impact the environment (e.g. fair trade). Know the risks associated with money and how best to keep money. Know that some jobs pay more than others. Begin to identify the kind of job that they may want in the future. |
| | Media Literacy and Digital Resilience | Begin to understand how to use computers safely. (ICT) | Begin to understand how to use computers safely. (ICT) | Begin to understand how to use computers safely. (ICT) Begin to understand the uses for the internet in everyday life. | Understand how to use computers safely. (ICT) Begin to understand the uses for the internet in everyday life. Begin to understand that not everything online is true. | Understand how to use computers and other devices safely. (ICT) Understand the uses for the internet in everyday life. Begin to understand that not everything online is true. | Understand how to use computers and other devices safely. (ICT) Understand the uses for the internet in everyday life. Understand that not everything online is true and know how to assess the reliability of online resources and information. Know how information and data are shared online. | Understand how to use computers and other devices safely. (ICT) Understand the uses for the internet in everyday life. Understand that not everything online is true and know how to assess the reliability of online resources and information. Know how information and data are shared online. Understand the age for social media apps. Recognise that is appropriate or not to share on social media. |