

## PSHE Progression Document 2021-2022



### This progression document uses

- Go-Givers general PSHE planning
- Christopher Winter Project for both Relationships and Sex Education and Drugs Education

to create a scheme of work tailored for TPPS.

The Learning objectives are taken from Go Givers.

The [Relationships and Sex Education \(RSE\) and Health Education](#) Guidance is used to plan the RSE lessons in Summer 2.

PSHE programme is also delivered via Brook, School Nurses, Hazard Alley and NSPCC

Please refer to colour key at the end of the document to see progression through each area of focus.

PSHE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Getting to Know you and Setting the rules</p> <p>GoGivers</p>	<ul style="list-style-type: none"> <li>■ To agree and follow rules for their group and classroom, and understand how rules help them</li> </ul>	<ul style="list-style-type: none"> <li>■ To agree and follow rules for their group and classroom, and understand how rules help them</li> <li>■ Take and share responsibility; for example, for their own behaviour; by helping to make classroom rules and following them.</li> </ul>	<ul style="list-style-type: none"> <li>■ To agree and follow rules for their group and classroom, and understand how rules help them</li> <li>■ To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul>	<ul style="list-style-type: none"> <li>■ To agree and follow rules for their group and classroom, and understand how rules help them</li> <li>■ To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul>	<ul style="list-style-type: none"> <li>■ To agree and follow rules for their group and classroom, and understand how rules help them</li> <li>■ To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul>	<ul style="list-style-type: none"> <li>■ To agree and follow rules for their group and classroom, and understand how rules help them</li> <li>■ To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul>
<p>Managing Emotions</p> <p>GoGivers</p>	<ul style="list-style-type: none"> <li>■ To recognise, name and deal with their feelings in a positive way</li> <li>■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> <li>■ To recognise choices they can make, and recognise the difference between right and wrong</li> <li>■ To recognise how their behaviour affects other people;</li> </ul>	<ul style="list-style-type: none"> <li>■ Take and share responsibility; for example, for their own behaviour; by helping to make classroom rules and following them.</li> <li>■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>■ To further recognise, name and deal with their feelings in a positive way</li> <li>■ To think about themselves, learn from their experiences and recognise what they are good at</li> </ul>	<ul style="list-style-type: none"> <li>■ To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>■ To recognise the role of voluntary, community and pressure groups</li> </ul>	<ul style="list-style-type: none"> <li>■ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>■ To resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>■ To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> </ul>	<ul style="list-style-type: none"> <li>■ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>■ To resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>■ To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> </ul>
<p>Making Relationships</p> <p>GoGivers</p>	<ul style="list-style-type: none"> <li>■ To learn that people's bodies and feelings can be hurt (including what makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>■ Recognise what they like and dislike, what is fair and unfair and what is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>■ To resolve differences by looking at alternatives, making decisions and explaining choices</li> </ul>	<ul style="list-style-type: none"> <li>■ To resolve differences by looking at alternatives, making decisions and explaining choices</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise, as they approach puberty, how people's emotions change at that time and how to deal</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their</li> </ul>

	<p>comfortable and uncomfortable)</p> <ul style="list-style-type: none"> <li>■ To realise that people and other living things have needs, and that they have responsibilities to meet them (2e)</li> <li>■ To recognise how their behaviour affects other people;</li> <li>■ To know that families and friends should care for one another</li> <li>■ To develop relationships through work and play</li> <li>■ To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>■ To listen to other people, and play and work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>■ Take and share responsibility; for example, for their own behaviour; by helping to make classroom rules and following them.</li> <li>■ To develop relationships through work and play</li> </ul>	<ul style="list-style-type: none"> <li>■ Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</li> <li>■ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>■ To listen to other people, and play and work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>■ To develop relationships through work and play</li> <li>■ To resolve differences by looking at alternatives, making decisions and explaining choice</li> <li>■ To consider social and moral dilemmas that they come across in life</li> </ul>	<p>with their feelings towards themselves, their family and others in a positive way (</p> <ul style="list-style-type: none"> <li>■ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>■ To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> </ul>	<p>feelings towards themselves, their family and others in a positive way</p> <ul style="list-style-type: none"> <li>■ To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>■ To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> </ul>
<b>PSHE</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Healthy Lifestyle</p> <p>GoGivers</p>	<ul style="list-style-type: none"> <li>■ To understand when we should wash our hands.</li> <li>■ To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand when we should wash our hands.</li> <li>■ To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical health</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand when we should wash our hands.</li> <li>■ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand when we should wash our hands.</li> <li>■ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand when we should wash our hands.</li> <li>■ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand when we should wash our hands.</li> <li>■ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> </ul>

	<ul style="list-style-type: none"> <li>■ To know rules for, and ways of, keeping safe, including basic road safety,</li> </ul>	<ul style="list-style-type: none"> <li>■ To know rules for, and ways of, keeping safe, including basic road safety,</li> <li>■ To make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)</li> </ul>	<ul style="list-style-type: none"> <li>■ To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</li> <li>■ To learn what positively and negatively affects their physical, mental and emotional health</li> </ul>		<ul style="list-style-type: none"> <li>■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</li> </ul>	
<p>Democracy</p> <p>GoGivers</p>	<ul style="list-style-type: none"> <li>■ To recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> <li>■ To take part in discussions with one other person and the whole class</li> <li>■ To know that they belong to various groups and communities, such as family and school</li> <li>■ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class .</li> </ul>	<ul style="list-style-type: none"> <li>■ To take part in discussions with one other person and the whole class</li> <li>■ To share their opinions on things that matter to them and explain their views</li> <li>■ To make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)</li> <li>■ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>■ To begin to develop an understanding of how citizens can influence</li> </ul>	<ul style="list-style-type: none"> <li>■ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> <li>■ Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> </ul>	<ul style="list-style-type: none"> <li>■ To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</li> </ul>	<ul style="list-style-type: none"> <li>■ What democracy is, and about the basic institutions that support it locally and nationally</li> <li>■ To participate (for example, in the school's decision making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)</li> <li>■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>■ To research, discuss and debate topical issues, problems and events</li> <li>■ To recognise the role of voluntary, community and pressure groups</li> <li>■ To explore how the media present information</li> </ul>	<ul style="list-style-type: none"> <li>■ To know what democracy is, and about the basic institutions that support it locally and nationally</li> <li>■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>- ■ To research, discuss and debate topical issues, problems and events</li> <li>■ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul>

		<p>decision-making through the democratic process.</p> <ul style="list-style-type: none"> <li>■ To research, discuss and debate topical issues, problems and events</li> </ul>				
<b>PSHE</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Equality / Cultural Diversity</p> <p>Whole School Event</p> <p>Diversity Week 12/16 November</p> <p>GoGivers</p>	<ul style="list-style-type: none"> <li>■ To identify and respect the differences and similarities between people</li> <li>■ To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</li> <li>■ To learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> <li>■ To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>■ Take and share responsibility; for example, for their own</li> </ul>	<ul style="list-style-type: none"> <li>■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</li> <li>■ To think about the lives of people living in other places and times, and people with different values and customs</li> <li>■ To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</li> <li>■ To learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul>	<ul style="list-style-type: none"> <li>■ To think about the lives of people living in other places and times, and people with different values and customs</li> <li>■ To learn that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</li> <li>■ To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>■ To realise the nature and consequences of racism</li> </ul>	<ul style="list-style-type: none"> <li>■ To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>■ To think about the lives of people living in other places and times, and people with different values and customs</li> <li>■ To develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children</li> <li>■ To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</li> <li>■ To realise the consequences of antisocial</li> </ul>	<ul style="list-style-type: none"> <li>■ To continue to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>■ To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</li> <li>■ To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability</li> <li>■ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours</li> </ul>

	behaviour; by helping to make classroom rules and following them; by looking after pets well	<ul style="list-style-type: none"> <li>■ To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>■ Take and share responsibility; for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well</li> </ul>		and aggressive behaviours, such as bullying and racism, on individuals and communities	<ul style="list-style-type: none"> <li>■ To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities</li> </ul>	
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PSHE							
	Foundation Stage EYFS Dev Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mental Health  Whole School – Mental Health Week – different focus each year  GoGivers	<ul style="list-style-type: none"> <li>■ Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>■ To identify and respect the differences and similarities between people</li> <li>■ To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>■ To think about themselves, learn from their experiences and recognise what they are good at.</li> <li>■ Feel positive about themselves (for example, by having their achievements recognised and by</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn the ways in which they are all unique; understand that there has never been and will never be another 'them'.</li> <li>■ To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn how to set simple goals</li> <li>■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</li> <li>■ To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>■ To feel positive about themselves (for example, by producing personal diaries, profiles and</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn how to set simple goals</li> <li>■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</li> <li>■ To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</li> <li>■ To feel positive about themselves (for example, by producing</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</li> <li>■ To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</li> <li>■ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> <li>■ To participate (for example, in the school's decision making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)</li> </ul>

		<p>being given positive feedback</p> <ul style="list-style-type: none"> <li>■ To think about how we can spot when a friend is feeling unhappy and where to find sources of help when we feel unhappy about ourselves</li> </ul>		<p>portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take</p> <ul style="list-style-type: none"> <li>■ To learn what positively and negatively affects their physical, mental and emotional health</li> <li>■ To think about themselves, learn from their experiences and recognise what they are good at</li> </ul>	<p>personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take</p> <ul style="list-style-type: none"> <li>■ To learn what positively and negatively affects their physical, mental and emotional health</li> <li>■ To think about themselves, learn from their experiences and recognise what they are good at</li> </ul>		<ul style="list-style-type: none"> <li>■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</li> <li>■ To talk and write about their opinions, and explain their views on issues that affect themselves and society</li> <li>■ To learn where individuals, families and groups can get help and support</li> </ul>
<p>Keeping Safe</p> <p>Go Givers</p> <p>Big First Aid lesson attended by whole school each year</p>	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn about the ways that pupils can help the people who look after them to more easily protect them</li> <li>■ To recognise that they share a responsibility for keeping themselves and others safe</li> <li>■ To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise that they share a responsibility for keeping themselves and others safe</li> <li>■ To learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</li> </ul>	<ul style="list-style-type: none"> <li>■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</li> </ul>	<ul style="list-style-type: none"> <li>■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</li> <li>■ To realise the nature and consequences of racism, teasing, bullying and aggressive</li> </ul>	<ul style="list-style-type: none"> <li>■ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> <li>■ To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>■ To learn where individuals, families and groups can get help and support</li> </ul>

		<p>they need their help, including dialling 999 in an emergency</p> <ul style="list-style-type: none"> <li>■ To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> </ul>				<p>behaviours, and how to respond to them and ask for help</p> <ul style="list-style-type: none"> <li>■ To learn where individuals, families and groups can get help and support</li> </ul>	
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PSHE							
	Foundation Stage EYFS Dev Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Economic Focus</p> <p>GoGivers</p>	<ul style="list-style-type: none"> <li>■ To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>■ To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li> <li>■ To make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly)</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>■ To recognise the different risks in different situations and then decide how to behave responsibly</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise the role of voluntary, community and pressure groups</li> <li>■ To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>■ To make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</li> </ul>

						contributions to charities)	
<p style="text-align: center;">Our Environment</p> <p style="text-align: center;">GoGivers</p>	<ul style="list-style-type: none"> <li>■ To agree and follow rules, and understand how rules help us (2d).</li> </ul>	<ul style="list-style-type: none"> <li>■ To agree and follow rules, and understand how rules help us</li> </ul>	<ul style="list-style-type: none"> <li>■ To agree and follow rules, and understand how rules help us</li> <li>■ What improves and harms their local, natural and built environments and about some of the ways people look after them (</li> <li>■ To consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues)</li> <li>■ To take part in a simple debate about topical issues (2b).</li> <li>■ To realise that people and other living things have needs, and that they have responsibilities to meet them</li> <li>■ To know what improves and harms their local, natural and built environments, and about some of the ways people look after them</li> </ul>	<ul style="list-style-type: none"> <li>■ To talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>■ To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> <li>■ To research, discuss and debate topical issues, problems and events</li> <li>■ That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>■ Take responsibility - for example, for planning and looking after the school environment</li> <li>■ To meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)</li> </ul>	<ul style="list-style-type: none"> <li>■ To research, discuss and debate topical issues, problems and events;</li> <li>■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>■ Make real choices and decisions (for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including ping pocket money and contributions to charities);</li> <li>■ Take responsibility - for example, for planning and looking after the school environment</li> <li>■ To meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as</li> </ul>	<ul style="list-style-type: none"> <li>■ Take responsibility - for example, for planning and looking after the school environment</li> <li>■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> </ul>	<ul style="list-style-type: none"> <li>■ Take responsibility - for example, for planning and looking after the school environment</li> <li>■ To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> </ul>

					religious leaders, community police officers)		
					<ul style="list-style-type: none"> <li>■ To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</li> </ul>		
<b>PSHE</b>							
	Foundation Stage EYFS Dev Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human Rights  GoGivers	<ul style="list-style-type: none"> <li>■ 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,</li> </ul>	<ul style="list-style-type: none"> <li>■ That people and other living things have rights and that everyone has responsibilities to protect those rights.</li> </ul>	<ul style="list-style-type: none"> <li>■ That people and other living things have rights and that everyone has responsibilities to protect those rights.</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand that there are basic human rights shared by all peoples and all societies</li> <li>■ To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand that there are basic human rights shared by all peoples and all societies</li> </ul>	<ul style="list-style-type: none"> <li>■ To learn that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</li> <li>■ To understand that there are basic human rights shared by all peoples and all societies</li> <li>■ To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> </ul>	<ul style="list-style-type: none"> <li>■ To research, discuss and debate topical issues, problems and events</li> <li>■ To know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>■ To recognise the role of voluntary, community and pressure groups</li> </ul>

<p><b>Online Safety</b></p> <p><b>GoGivers Computing Curriculum</b></p>	<ul style="list-style-type: none"> <li>■ 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</li> <li>■ To know how to keep themselves safe online</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise that they share a responsibility for keeping themselves and others safe (H15).</li> <li>■ To know how to keep themselves safe online</li> </ul>	<ul style="list-style-type: none"> <li>■ To recognise that they share a responsibility for keeping themselves and others safe (H15).</li> <li>■ To know how to keep themselves safe online</li> </ul>	<ul style="list-style-type: none"> <li>■ To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> <li>■ To know how to keep themselves safe online</li> </ul>	<ul style="list-style-type: none"> <li>■ To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> <li>■ To know how to keep themselves safe online</li> </ul>	<ul style="list-style-type: none"> <li>■ To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> <li>■ To know how to keep themselves safe online</li> <li>■ To know how to keep themselves safe when involved in risky activities</li> </ul>	<ul style="list-style-type: none"> <li>■ To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> <li>■ To know how to keep themselves safe online</li> </ul>
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PSHE							
	Foundation Stage EYFS Dev Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Drugs Education</b></p>	<ul style="list-style-type: none"> <li>■ Children know the importance for good health of physical</li> </ul>	<ul style="list-style-type: none"> <li>■ To identify how to stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>■ To explore substances and situations that are safe or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>■ To consider smoking and its effects</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand the effect alcohol has on the body</li> </ul>	<ul style="list-style-type: none"> <li>■ To explore a range of legal and illegal</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand the effects, risks and law relating to cannabis</li> </ul>

<p>Christopher Winter Project</p>	<p>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</p>	<ul style="list-style-type: none"> <li>■ To explore when and how to take medicines safely</li> <li>■ To identify who should be able to give us medicine</li> </ul>	<ul style="list-style-type: none"> <li>■ To be able to identify some hazardous substances</li> <li>■ To consider safety rules for at home and at school</li> <li>■ To know that all household products, including medicines, can be harmful if not used properly (3f)</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand the impact of smoking and passive smoking</li> <li>■ To know some strategies to prevent starting smoking</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand the risks related to drinking alcohol</li> <li>■ To consider how society limits the drinking of alcohol</li> </ul>	<p>drugs, their risks and effects</p> <ul style="list-style-type: none"> <li>■ To have considered the children's attitudes and beliefs about drug use and drug users</li> <li>■ To have considered strategies to resist drug use</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand the risk of volatile substance abuse (VSA)</li> <li>■ To be aware of the options for getting help. Advice and support</li> </ul>
<p>Relationships and Sex Education</p> <p>Christopher Winter Project</p>	<ul style="list-style-type: none"> <li>■ 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</li> <li>■ They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	<ul style="list-style-type: none"> <li>■ To understand basic hygiene principles</li> <li>■ To introduce the concept of growing and changing</li> <li>■ To explore different types of families and who to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>■ To introduce the concept of male and female and gender stereotypes</li> <li>■ To identify differences between males and females</li> <li>■ To explore of the differences between males and females and to understand how this is part of the lifecycle</li> <li>■ To focus on sexual differences and to name body parts</li> </ul>	<ul style="list-style-type: none"> <li>■ To explore the differences between males and females and to name the body parts – including sexual organs</li> <li>■ To consider touch and to know that a person has the right to say what they like and dislike</li> <li>■ To explore different types of families and who to go to for help and support</li> </ul>	<ul style="list-style-type: none"> <li>■ To explore the human life cycle</li> <li>■ To identify some basic facts about puberty, reproduction and pregnancy</li> <li>■ To learn about the physical changes associated with puberty</li> <li>■ To know how and understand how changes at puberty affect the body</li> <li>* ■ To understand that everyone has the right to celebrate their strengths and recognise their weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>■ To explore the emotional and physical changes during puberty</li> <li>■ To understand male and female puberty changes in more detail</li> <li>■ To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>■ To explore ways to get support during puberty</li> <li>■ To know how and understand how changes at puberty affect the body</li> <li>■ To know how and understand how changes at puberty affect the body</li> </ul>	<ul style="list-style-type: none"> <li>■ To consider puberty and reproduction</li> <li>■ To consider reproduction in the context of relationships</li> <li>■ To explore the process of conception and pregnancy</li> <li>■ To consider the physical and emotional changes that take place as we go through Puberty</li> <li>■ To consider the physical and emotional changes that take place as we go through Puberty</li> <li>■ To know why being different can provoke bullying and know why it is unacceptable</li> <li>■ To understand the vocabulary of sexuality</li> </ul>

						<ul style="list-style-type: none"> <li>■ To know how to keep selves safe when involved in risky activities</li> <li>■ Know people have different attitudes, values and beliefs that these influence people's relationships with each other</li> </ul>	<p>(hetro-sex, gay/lesbian, bi-sexual, etc)</p> <ul style="list-style-type: none"> <li>■ To understand their feelings and their responsibility to others.</li> <li>■ To Keep themselves safe online</li> <li>■ To understand that actions have effects on both themselves and others</li> <li>■ To understand the meaning of friendship and loyalty</li> </ul>
	<p>Foundation Stage:</p> <p>Refer to DFE Statutory Framework for early years foundation stage: (published March 2021/effective September 2021)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf</a></p>						