



## Gilded Hollins PSHE Skills Progression



<b>HT1 Me and My Relationships</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Themes</b>	<b>Feelings Getting help</b>	<b>Feelings Getting help Classroom rules</b>	<b>Feelings / Self-regulation Being a good friend Bullying and teasing School rules about bullying</b>	<b>Co-operation Friendships</b>	<b>Recognising feelings Bullying Assertive Skills</b>	<b>Friendship skills including Compromise Assertive skills</b>	<b>Co-operation Assertiveness Safe / unsafe touches</b>
<b>Learning Intentions</b>	<ol style="list-style-type: none"> <li>1. Talk about similarities and differences.</li> <li>2. Name special people in their lives.</li> <li>3. Describe different feelings</li> <li>4. Identify who can help if they are sad, worried or scared.</li> <li>5. Identify ways to help others or themselves if they are sad or worried.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe different feelings and how they can make our bodies feel.</li> <li>2. To know some strategies of dealing with 'not so good' feelings.</li> <li>3. To understand how our actions can hurt the feelings of others.</li> <li>4. To recognise the special qualities in family and friends.</li> <li>5. To know which special people keep us safe and how.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise that people have different ways of expressing their feelings</li> <li>2. To identify different ways to respond to the feelings of others.</li> <li>3. To recognise the differences between bullying, unkind behaviour or teasing.</li> <li>4. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.</li> <li>5. To recognise a healthy friendship and its qualities.</li> </ol>	<ol style="list-style-type: none"> <li>1. To know that feelings and emotions help a person cope with difficult times.</li> <li>2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.</li> <li>3. To recognise which strategies are appropriate for particular situations.</li> <li>4. To listen to and debate ideas and opinions with others with respect and courtesy</li> <li>5. To recognise why friends may fall out and how to resolve issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. To know that feelings can vary by intensity, person and change over time.</li> <li>2. To know and understand the qualities of a 'positive, healthy relationship'.</li> <li>3. To know when it's appropriate to say no and how.</li> <li>4. To know the strategies and skills needed for collaborative work.</li> <li>5. To recognise bullying or pressured behaviour.</li> </ol>	<ol style="list-style-type: none"> <li>1. To learn characteristics and skills in assertiveness</li> <li>2. To apply their collaborative skills to friendships and assertiveness.</li> <li>3. To learn ways to resolve conflict in an assertive, calm and fair manner.</li> <li>4. To identify what things make a relationship unhealthy and who to talk to if they needed help.</li> <li>5. To recognise emotional needs according to circumstance and any risk factors that could affect them.</li> </ol>	<ol style="list-style-type: none"> <li>1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.</li> <li>2. To practice and use strategies in compromise and negotiation within a collaborative task or activity.</li> <li>3. To consider the types of touch that are safe, legal and that I am comfortable with.</li> <li>4. To name assertive behaviours and recognise peer influence or pressured behaviour.</li> <li>5. To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.</li> </ol>
<b>Skills</b>	I can recognise and be sensitive to the differences of others.	I can name different feelings and how they might make me behave.	I understand we have different ways to express our feelings.	I can communicate my feelings and use this to try to manage my emotions.	I can talk about how feelings change and be different for others.	I can be assertive to keep myself happy, healthy and safe.	I can work through challenges I have with my friends with



## Gilded Hollins PSHE Skills Progression

	<p>I can name people who help me and describe ways to help others. I can talk about feelings and what can cause them. I can tell you which trusted adults I can ask for help. I can help a friend if they are sad or worried.</p>	<p>I can suggest ways of dealing with 'not so good' feelings and how to help others. I can recognise when I need help and who to ask. I can listen to others and wait my turn to speak. I can tell you which trusted adults at home and school keep me safe.</p>	<p>I can express my feelings in a safe, controlled way. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can tell someone how they are making me feel. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p>	<p>I can collaborate with a team to achieve a goal. I can accept I may not always agree with others. I can listen and share my opinions respectfully. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends.</p>	<p>I can read different emotions by a person's body language. I can say 'no' in a calm and controlled way. I can name some qualities or strategies that help team work. I am aware of others and their needs when working together I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship.</p>	<p>I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities. I am aware of the warning signs that a relationship could be unhealthy or unsafe. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person.</p>	<p>respect, assertiveness and understanding. I can give examples of negotiation and compromise. I can use these skills in practical situations. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>
<b>Vocabulary</b>	<p>friends family safe feelings sad worried</p>	<p>friends help rules family hurt safe feelings listen</p>	<p>feelings happy teasing bullied care repeated bullying friendship help rules friendly safe break</p>	<p>apologise respect disagree responsibility calm disputes arguments feelings persuade friendship opinions listening family friendship falling out special people</p>	<p>ignored delighted teasing calm confident feelings compromise body language emotions frightened excluded collaborate pressure bullying joyful excited respectful scared alone worried lonely</p>	<p>collaborate aggressive resolution conflict pressure emotional needs passive assertiveness negotiation unsafe compromise body language respect uncomfortable touching qualities unhealthy relationship</p>	<p>assertiveness appropriate sensitive collaboration respectful response appropriate culture inappropriate religion bullied compromise illegal active forced marriage negotiation community bystanders passive civil partnership</p>
<p>SEND PROVISION</p> <p>Emotions mat to support with identifying and explaining emotions</p> <p>Visual prompts to support with communicating</p> <p>Sentence structures to support explanations</p> <p>Photo prompts to support with identifying key people in their lives &amp; different types of relationships</p> <p>Techniques to support group work and discussion e.g. talking teddy – only talk when you have the teddy</p> <p>Zones of Regulation resources</p>							



## Gilded Hollins PSHE Skills Progression



<b>HT2 Valuing Difference</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Themes</b>	<b>Recognising and respecting difference Being kind and caring</b>	<b>Recognising, valuing and respecting difference Developing tolerance</b>	<b>Being kind and helping other Listening skills</b>	<b>Recognising and respecting diversity Being respectful and tolerant</b>	<b>Recognising and respecting cultural difference Understanding and challenging stereotypes</b>	<b>Recognising and respecting cultural difference Influence of social media</b>	<b>Recognising and reflecting on prejudice based bullying Understanding bystander behaviour</b>
<b>Learning Intentions</b>	<ol style="list-style-type: none"> <li>1. Be sensitive towards others and celebrate what makes each person unique.</li> <li>2. Recognise that we can have things in common with others.</li> <li>3. Use speaking and listening skills to learn about the lives of their peers.</li> <li>4. Know the importance of showing care and kindness towards others.</li> <li>5. Demonstrate skills in building friendships and cooperation.</li> </ol>	<ol style="list-style-type: none"> <li>1. To know the key differences between teasing, being unkind and bullying.</li> <li>2. To recognise that everyone is different and will have different thoughts and ideas.</li> <li>3. To celebrate and begin to show empathy for those who are different.</li> <li>4. To identify those who are special to them (and their special qualities).</li> <li>5. To identify ways in which we can show kindness towards others and how that makes them feel.</li> </ol>	<ol style="list-style-type: none"> <li>1. To identify differences and similarities between others.</li> <li>2. Recognise and explain how a person's behaviour can affect other people.</li> <li>3. To learn and use different ways to show good listening.</li> <li>4. Explain how it feels to be part of a group and left out of a group.</li> <li>5. To recognise and talk about acts of kindness and how they can impact others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise that there are many different types of families.</li> <li>2. Identify the different communities that they belong to</li> <li>3. To learn ways of showing respect through language and communication.</li> <li>4. To identify different origins, national, regional, ethnic and religious backgrounds</li> <li>5. To recognise and explain why bullying can be caused by prejudice.</li> </ol>	<ol style="list-style-type: none"> <li>1. To identify different origins, national, regional, ethnic and religious backgrounds</li> <li>2. To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>3. To recognise potential consequences of aggressive behaviour</li> <li>4. To define the word respect.</li> <li>5. Understand and identify stereotypes, including those promoted in the media.</li> </ol>	<ol style="list-style-type: none"> <li>1. To describe the benefits of living in a diverse society</li> <li>2. To develop an understanding of discrimination and its injustice, and describe this using examples.</li> <li>3. To understand that the information we see online, either text or images, is not always true or accurate;</li> <li>4. To reflect on the impact social media puts pressure on peoples' life choices.</li> <li>5. To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.</li> </ol>	<ol style="list-style-type: none"> <li>1. To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</li> <li>2. To know that all people are unique but that we have far more in common with each other than what is different about us</li> <li>3. To understand and explain the term prejudice.</li> <li>4. To define what is meant by the term stereotype</li> <li>5. To describe different types of friendships and relationships and their differing positive qualities.</li> </ol>
<b>Skills</b>	<p>I can celebrate our differences. I can talk about my family life. I can listen and be polite to what others</p>	<p>I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me.</p>	<p>I can be respectful of those who are different to me. I can describe how someone can change someone's feelings.</p>	<p>I can give examples of different types of family. I respect these differences. I can give examples of different community groups and what is</p>	<p>I can say how differences sometimes cause conflict but can also be something to celebrate. I can begin to manage conflict by using</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual</p>	<p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can</p>



## Gilded Hollins PSHE Skills Progression

	<p>tell me about their lives. I can be kind, caring and helpful to others. I can show good listening</p>	<p>I can talk about what bullying is. I can say ways to show kindness towards others.</p>	<p>I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends.</p>	<p>good about having different groups. I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. I can suggest ways to deal with bullying and prejudice.</p>	<p>negotiation and compromise. I can suggest strategies for dealing with someone who is behaving aggressively. I can demonstrate ways of showing respect to others' differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)</p>	<p>help in bullying situations. I can show respect to others by using verbal and non-verbal communication. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p>
<b>Vocabulary</b>	<p>kind caring special friendship</p>	<p>respect feelings different safe bully fair rules special people tease similar same kind</p>	<p>unique calm point of view behaviour listening feelings helpful problem unkind respect different arguments kindness listen special people</p>	<p>family different name calling prejudice tolerance community strangers bullying differences belonging respect identity families similarities</p>	<p>challenge labelled confidence stereotype negotiate unique positive compromise label prejudice differences invade similarities respect</p>	<p>multicultural society compare point of view stereotype discrimination diverse racism false impression respect prejudice similarities excluded conflict celebrate religious social media cultural tolerance acceptance</p>	<p>disrespect bystander self-esteem diversity prejudice identity empathy stereotype tolerance assumption media influence situation gender stereotype community</p>
<p>SEND PROVISION Emotions mat to support with identifying and explaining emotions Visual prompts to support with communicating Sentence structures to support explanations Social Stories Zones of Regulation Resources</p>							



## Gilded Hollins PSHE Skills Progression



<b>HT3 Keeping Myself Safe</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Themes</b>	<b>Asking for help</b> <b>Keeping healthy</b> <b>Staying safe around medicines</b>	<b>How our feelings keep us safe</b> <b>Keeping healthy</b> <b>Medicine safety</b>	<b>Safe and unsafe secrets</b> <b>Appropriate touch</b> <b>Medicine safety</b>	<b>Managing Risk</b> <b>Staying Safe Online</b> <b>Drugs and their risks</b>	<b>Managing risk</b> <b>Understanding the norms of drug use (cigarettes &amp; alcohol)</b> <b>Influences</b>	<b>Managing risk, including staying safe online</b> <b>Norms around use of legal drugs (tobacco &amp; alcohol)</b>	<b>Staying safe online</b> <b>Drugs: norms and risks (including the law)</b> <b>Emotional needs</b>
<b>Learning Intentions</b>	Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. To recognise emotions and physical feelings associated with feeling unsafe. To learn the PANTS rule and which parts of my body are private. To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines.	To explain simple issues of safety and responsibility about medicines and their use. To identify situations in which they would feel safe or unsafe To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	To identify risk factors in given situations To define the words danger and risk and explain the difference between the two. To define the word 'drug' and understand that nicotine and alcohol are both drugs. To recognise potential risks associated with browsing online. To recognise and describe appropriate behaviour online as well as offline.	To define the words danger and risk and explain the difference between the two. To describe the different types of things that may influence a person to take a risk. To understand and explain the risks that cigarettes and alcohol can have on a person's body. To understand that influences can be both positive and negative. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.	To reflect on risk and the different factors and outcomes that might influence a decision. To reflect on the consequences of not keeping personal information private and the risks of social media. To explore categorisation of drugs, the risks associated with medicines. To learn some key facts and information about drugs and medicines. To recognise the features of face to face and online bullying and the strategies that deal with it.	To explore the risks and legality of communicating and sharing online. To describe and explain how easily images can be spread online. To explain some of the laws, categories and uses of drugs (both medical and non-medical) To understand the definition of an emotional need and how they can be met. To explore and understand the terms 'conflicting emotions', responsibility and independence.



## Gilded Hollins PSHE Skills Progression

<b>Skills</b>	<p>I can tell you what my body needs to stay healthy.</p> <p>I can make safe decisions around medicines and things I don't know.</p> <p>I can name some things that can be dangerous inside and outside.</p> <p>I can tell you what is safe to play online and who to talk to if I feel worried.</p> <p>I can name the adults who keep me safe and when I might need their help.</p>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p>	<p>I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</p> <p>I can say what I do and don't like and who to ask for help.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p> <p>I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</p>	<p>I can demonstrate strategies for dealing with a risky situation</p> <p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>I can suggest what someone should do when faced with a risky situation.</p> <p>I can protect my personal information online. I can recognise disrespectful behaviour online.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p> <p>I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.</p> <p>I can support someone who is being bullied.</p>	<p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>I can begin to make decisions independently and responsibly.</p>
<b>Vocabulary</b>	<p>safe unsafe medicine adult poisonous feelings body online trust</p>	<p>air sleep exercise stop unsafe share nervous internet medicine uncomfortable body feelings food water safe healthy private worried scared</p>	<p>medicines feelings tell safe touch worried secret surprise unsafe private uncomfortable someone you trust</p>	<p>alcohol personal details risk (risky) internet safety cigarettes private nicotine trust medicines public unsafe search engine harmful situation e-cigarettes vapes</p>	<p>hazard risky liver decisions choices danger situation influence alcohol consequences lungs brain dare drug harmful cigarettes vapes shared e-cigarettes downloaded</p>	<p>habit cigarettes drugs pressure alcohol vapes weigh up risk influence privacy settings assertive cyberbullying decision social norms assessing risk e-cigarettes</p>	<p>online safety legal privacy sharing online emotional needs inappropriate physical needs age restrictions possess parental consent permission social media alcohol medical supply non-medical produce personal information</p>
<p><b>SEND PROVISION</b></p> <p>Emotions mat to support with identifying and explaining emotions</p> <p>Visual prompts to support with communicating and techniques to support group work and discussion e.g. talking teddy – only talk when you have the teddy</p> <p>Word banks to support with technical vocabulary</p> <p>Sentence structures to support explanations</p> <p>Photo prompts to discuss aspects of the wider world</p> <p>Picture</p>							



## Gilded Hollins PSHE Skills Progression



HT4 Rights and Responsibilities							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Themes</b>	<b>Taking care Making choices</b>	<b>Looking after things</b>	<b>Co-operation and self-regulation</b>	<b>Skills we need to develop as we grow up Helping and being helped</b>	<b>Decisions about spending money Media influence Making a difference (helping others / environment)</b>	<b>Decisions about lending, borrowing and spending Rights and responsibilities (including health)</b>	<b>Earning/saving money Media bias including social media Caring: communities and environment</b>
<b>Learning Intentions</b>	Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.	To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To talk about the importance of looking after money. To learn what to do when someone is injured.	To identify strategies in cooperation. To identify strategies in self-regulation. To name ways to stay safe when using the internet. To recognise that they have a responsibility to help care for their immediate and broader environment. To learn about saving and spending money.	To talk about and identify people who help them in school and the community. To learn differences between 'fact' and 'opinion' To discuss, plan and evaluate ways of helping the environment. To learn about saving, spending and essential purchases. To consider how money is earned and the different factors effecting this.	To learn about human rights and responsibilities and how they can impact their community. To recognise that they have a part in caring for and supporting their community. To recognise influences, facts and opinions and doing so in a critical manner. To identify the impact of bystander behaviour and how they can make a difference to a situation. To define terms related to finance and explain how society is supported by the income of others.	To identify, write and discuss issues currently in the media concerning health and wellbeing. To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. To identify the responsibilities to my home, community and environment I might have in the future. To consider what advice to give relating to saving and borrowing money. To define financial terms and explain how others have financial responsibility for the community.	To analyse and reflect on bias in the media. To discuss methods of saving and considerations for spending money. To discuss voluntary and pressure groups and their role in making changes to our communities and environments. To identify or suggest ways that help the environment. To define 'democracy' and explain how laws are made.
<b>Skills</b>	I can help my family. I can help to clean and tidy my home and classroom. I can tell you some ways to look after our world.	I can wash my hands correctly. I can name ways to look after my home and school. I can look after a special person or thing.	I can make choices that help me play and work well with others. I can use some strategies when I feel upset or angry.	I can identify people who help me in different ways. I can spot 'facts' and 'opinions' to help me share ideas.	I can name some responsibilities and rights that I have. I can share ideas and make decisions that affect others.	I can develop ideas and opinions based on a current issue. I can present these with a group. I can identify how the responsibilities of	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can discuss the reasons why people



## Gilded Hollins PSHE Skills Progression

	I can be kind to friends and others. I can talk about looking after money.	I can tell you some things that money is spent on. I can get help if someone has hurt themselves.	I can ask for help from a trusted adult. I can name some ways I can look after my environment. I can make choices with money.	I can make a plan. I can choose a method. I can identify different times and reasons to spend money. I can give examples of how people earn money.	I can give my own opinion based on facts, opinions and other influences. I can give examples of how I can support others as a bystander. I can explain how others have a financial responsibility to their families and community. I can give examples of choices and decisions with money that will affect me.	others impact me and my community. I can give examples of barriers that can stop others following their responsibilities. I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. I can suggest ways to spend and save money responsibly. I can explain some things about finance and money. I can name a person who deals with money in my community.	post online and the positive and negative effects relating to social media. I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. I can suggest ways that I can help my environment. I can give examples of why we need a democratic society and how laws keep us safe.
<b>Vocabulary</b>	Family look after feelings friends our environment world care money safe	clean environment routine first aid spending litter risk responsibility danger safe help money saving environment look after responsible	share listen calm erupt control ask for help unsettled home school feelings	online false check safe parent carer adult search fact opinion	anti-social behaviour media United Nations rights spending reduce influence environment public services income tax negative recycle essential actions positive community responsibility reuse volunteer School Council	councillors environment interest rights responsibility debit costs borrow credit health community group public services loan council exercise vote duties sustainable elections	biased elections candidate image profile interest tax stereotype saving cash votng shop local debit card reuse pressure public services sustainable recycling unbiased environmentally sustainable bank (building society) account democracy online safety social media
<p>SEND PROVISION</p> <p>Visual prompts to support with communicating</p> <p>Sentence structures to support explanations and techniques to support group work and discussion e.g. talking teddy – only talk when you have the teddy</p> <p>Zones of Regulation Resources</p> <p>Photo prompts to discuss aspects of the wider world</p> <p>Word banks to support with technical vocabulary</p> <p>Real money</p>							



## Gilded Hollins PSHE Skills Progression



<b>HT5 Being My Best</b>							
	<b>EYFS</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>
<b>Themes</b>	<b>Making healthy choices Being persistent</b>	<b>Keeping healthy Growth mindset</b>	<b>Looking after my body Growth mindset</b>	<b>Keeping myself healthy Celebrating and developing my skills</b>	<b>Having choices and making decisions about my health Taking care of my environment</b>	<b>Growing independence and taking responsibility Media awareness and safety</b>	<b>Managing risk Aspirations and goal setting</b>
<b>Learning Intentions</b>	<p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>To recognise how a healthy variety of food can make us feel great.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely</p> <p>To identify strategies to resolve conflict.</p> <p>To give and receive praise</p>	<p>Explain the stages of the learning line showing an understanding of the learning process</p> <p>To understand the importance of good hand and dental hygiene.</p> <p>To recognise what the body needs to have energy and stay well.</p> <p>To identify parts of the body that process food and create energy.</p>	<p>To recognise how different food groups work in our body.</p> <p>To explain how some infectious illnesses are spread from one person to another.</p> <p>To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.</p> <p>To identify my achievements and skills to work on.</p> <p>To explain how skills are developed.</p>	<p>To identify how they and their friends are unique.</p> <p>To recognise that we all make different choices because we are unique.</p> <p>To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <p>To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</p>	<p>To describe the four main internal systems of the human body.</p> <p>To understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>To identify the skills and qualities that make us successful and achieve our best.</p> <p>To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>To consider the different responsibilities that they and others have for their health and wellbeing.</p>	<p>To consider how healthy wellbeing and mental health can contribute to a person's aspirations and success.</p> <p>To define aspirations and goals.</p> <p>To recognise that we will meet challenges on the way to achieving our goals.</p> <p>To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>To understand risks related to growing up and explain the need to be aware of these.</p>
<b>Skills</b>	<p>I can keep trying if the way I choose doesn't work.</p> <p>I can talk about the different types of feelings we have.</p>	<p>I can choose a healthy meal with different food groups.</p> <p>I can be persistent when learning a new skill.</p>	<p>I can explain what happens when I learn something new.</p> <p>I can explain how setting a goal or goals will help me to achieve</p>	<p>I can choose foods that make a balanced meal.</p> <p>I can explain how washing hands can prevent infections spreading.</p>	<p>I can say how being unique makes everyone special, different and valuable.</p> <p>I can give examples of choices I make and the</p>	<p>I can explain how one organ functions and how it contributes to the health of my body.</p> <p>I can explain how choices relating to smoking and drinking</p>	<p>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p>



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	<p>I can have a go at something new.</p> <p>I can make my own healthy food choices.</p> <p>I can make healthy sleep and exercise choices.</p>	<p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can help my friends when they fall out.</p> <p>I can explain why praise helps me to keep trying.</p>	<p>what I want to be able to do.</p> <p>I can explain how hand hygiene stops virus' and germs from spreading.</p> <p>I can give examples of what I can do and give to my body to stay healthy.</p> <p>I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.</p>	<p>I can describe how food, water and air get into the body and blood.</p> <p>I can set goals and make a plan to develop a new skill.</p>	<p>choices others make for me.</p> <p>I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>can effect a person's health.</p> <p>I can think of ways to improve a skill and the strategies that will help me do this.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>I can give examples of how I am independent and manage my own success.</p>	<p>I can set goals so that I can achieve an aspiration.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can identify risk factors in a given situation</p> <p>I can assess the level of risk and explain how a risk can be reduced.</p>
<b>Vocabulary</b>	<p>Shy bouncing back goals feelings healthy emotion energy grow bones muscles healthy mind exercise sleep</p>	<p>starchy dairy protein sugar practise fruit difficult learning make mistakes hygiene cereal bread spread try water energy help healthy support vitamins vegetables germs</p>	<p>achieve germs injection rest choices brain soap vaccination choose water large intestine healthy lungs stomach energy learn food small intestine exercise oxygen teeth</p>	<p>achieve fruit medicine bones goal-setting muscles skills teeth balanced diet talents improve practise proteins water sleep healthy starchy carbohydrates dairy exercise energy vegetables</p>	<p>accident emergency affect balanced diet recycle breathing community repair reduce creative give to others injury exercise choices wound mental health active first aid repair connect future choking reuse wellbeing be mindful</p>	<p>perseverance media-influence kindness celebrities independence patience resilience consideration confidence personal qualities</p>	<p>give connect influence be active assessing risk problems choices goal setting overcome vaping practise media aspirations take notice (mindful) weigh up achieve challenges perseverance keep learning (get creative)</p>
<p><b>SEND PROVISION</b></p> <p>Visual prompts to support with communicating</p> <p>Sentence structures to support explanations and techniques to support group work and discussion e.g. talking teddy – only talk when you have the teddy</p> <p>Zones of Regulation Resources</p> <p>Photo prompts to discuss aspects of the wider world</p> <p>Word banks to support with technical vocabulary</p> <p>Consider visitors to support learning – NHS Real food</p>							



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<b>HT6 Growing and Changing</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Themes</b>	<b>Life cycles Girls and boys</b>	<b>Getting help Becoming independent Body parts</b>	<b>Being supportive Dealing with loss Life cycles</b>	<b>Keeping safe Relationships Menstruation</b>	<b>Managing difficult feelings Relationships including marriage Body changes during puberty</b>	<b>Managing difficult feelings Getting help Managing change</b>	<b>Self-esteem Keeping safe Body image</b>
<b>Learning Intentions</b>	<p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>	<p>To think of what babies need to stay happy and healthy.</p> <p>To identify the changes they have made since they were a baby.</p> <p>To identify the difference between a surprise and a secret.</p> <p>To identify who they can talk to about secrets.</p> <p>To identify some internal organs and systems and those body parts which are private.</p> <p>To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>	<p>To give positive feedback to someone.</p> <p>To recognise the range of feelings associated with loss and to discuss things people can do to feel better.</p> <p>To identify the different stages of growth and what people are able to do at these different stages.</p> <p>To identify the human private parts/genitalia and explain that they are used to make a baby.</p> <p>To explain who can see someone's private part, what consent means and how to protect privacy.</p>	<p>To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.</p> <p>To identify the different types of relationships people have and their different purposes and qualities.</p> <p>To identify what makes a positive relationship and what makes a negative relationship.</p> <p>To identify puberty changes.</p> <p>To explain menstruation cycle as something that happens when a sperm does not meet an egg.</p>	<p>To identify the different emotional reactions to different types of change and discuss.</p> <p>To understand how the onset of puberty can have emotional as well as physical impact.</p> <p>To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.</p> <p>To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p> <p>To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.</p>	<p>To describe the intensity of different feelings and strategies to build resilience.</p> <p>To understand the different types of feelings and emotions associated with puberty.</p> <p>To identify the different types of products someone might use during puberty or menstruation.</p> <p>To explain how people might feel at times of change and loss. To consider strategies when coping with this.</p>	<p>To identify types of emotional responses and some strategies for coping with change.</p> <p>To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.</p> <p>To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.</p> <p>To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.</p> <p>To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.</p>
<b>Skills</b>	I can describe the life cycle of an animal.	I can tell you some things that babies need.	I can give support to a friend.	I can explain what body space is and how it	I can describe how change can make a	I can begin to manage challenging emotions	I can name some of the feelings and emotions



## Gilded Hollins PSHE Skills Progression

	<p>I can describe how a baby grows to an adult and what they might need.</p> <p>I can tell you some things about how babies are made.</p> <p>I can tell you the scientific names for my body parts.</p> <p>I can tell you the PANTS rule.</p>	<p>I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.</p> <p>I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>I can name the body parts girls and boys have that are the same and which body parts are different.</p> <p>I can name the adults I can talk to at home and school if I need help.</p>	<p>I can describe feelings of loss and suggest what someone can do if a friend moves away.</p> <p>I can describe the stages of growth I have been through and what I look forward to in my future.</p> <p>I can name the human private parts that are used to make a baby.</p> <p>I can talk about keeping private parts private.</p>	<p>feels when someone is too close to me.</p> <p>I can tell you some of the different relationships I have.</p> <p>I can tell you what qualities a healthy positive relationship has.</p> <p>I can describe how a girls and boys body will change when it reaches puberty.</p> <p>I can tell you what happens to a woman's body when the sperm does not meet the egg.</p>	<p>person feel (both negative and positive).</p> <p>I can explain why young people can have mixed up feelings when they go through puberty.</p> <p>I can explain why puberty happens.</p> <p>I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.</p> <p>I can explain why some people choose to get married, have a civil ceremony or live together.</p>	<p>by building my resilience.</p> <p>I can describe the emotions and feelings people have during puperty and some respectful strategies to deal with conflict.</p> <p>I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</p> <p>I can give examples of feelings and emotions people have at times of change.</p>	<p>people have during change.</p> <p>I can give examples of how someone could cope with or get support during puberty.</p> <p>I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.</p> <p>I can explain how to stay safe when sharing images and information online.</p> <p>I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.</p>
<b>Vocabulary</b>	<p>Seasons spring summer autumn winter girl boyegg baby child teenager adult old age womb seed egg sperm private parts penis vulva</p>	<p>adult heart brain stomach trusted growing lungs vulva penis learning</p>	<p>supportive loss change nipples food feelings help forward growing penis care goodbye learning safe upset vulva</p>	<p>angry penis relationships body space touch assertive vagina jealous womb period/menstruation pad trust lining respect breasts uncomfortable caring genitals upset egg healthy puberty testicles</p>	<p>breasts testicles womb choice civil partnership sperm enjoy penis hormones pubic hair periods marriage love puberty live together civil partnership uncomfortable feelings menstruation vagina vulva compromise share ovaries wet dreams</p>	<p>respect wellbeing trust hormones mood swings confidential confidence resilience puberty crush embarrassed menstruation unwanted attention separation unwanted touch period products</p>	<p>media manipulation puberty sexual intercourse discuss confidential online safety self-esteem right to privacy age of consent stereotype peer pressure uncomfortable physical changes body image emotional changes in confidence sharing online</p>
<p><b>SEND PROVISION</b></p> <p>Visual prompts to support with communicating</p> <p>Sentence structures to support explanations</p> <p>Social Stories and Zones of Regulation Resources</p> <p>Picture prompts to support with body parts.</p> <p>Pre-teaching to support with vocabulary</p> <p>Use of stories/books to support understanding</p>							



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