



Upton Westlea PSHE Progression of Skills

Area specific enquiry questions/themes of exploration:

Scheme/ Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PREVENT	<p>A rich tapestry: The story of the Good Samaritan.</p> <p>The growth of our culture: Who is my family and where are they from?</p> <p>Respect for all: What is the same about us? What is different?</p> <p>Everyone has a right: The story of Nelson Mandela</p> <p>Who are we: Our School - who is it made up of?</p>	<p>A rich tapestry: Shopping bag multicultural song.</p> <p>The growth of our culture: Queen Victoria's family tree</p> <p>Respect for all: Finding out facts about people.</p> <p>Everyone has a right: The story of Malala Yousafzai</p> <p>Who are we: What groups do I belong to?</p>	<p>A rich tapestry: A collage of what it means to be British.</p> <p>The growth of our culture: What are our favourite meals and where do they come from?</p> <p>Respect for all: How do we respect our friends?</p> <p>Everyone has a right: The story of Rose Parks.</p> <p>Who are we: What is there to do in my community?</p>	<p>A rich tapestry: Learning multicultural dances.</p> <p>The growth of our culture: Exploring music from different cultures.</p> <p>Respect for all: What makes my community special?</p> <p>Everyone has a right: Story of Aung San Suu Kyi.</p> <p>Who are we: What is going on in the local news?</p>	<p>A rich tapestry: The story of Mary Seacole.</p> <p>The growth of our culture: Who is Winston Churchill and what did he do?</p> <p>Respect for all: Where does our supermarket food come from?</p> <p>Everyone has a right: Story of John Hawkin and slavery.</p> <p>Who are we: What is going on in the National news?</p>	<p>A rich tapestry: What does 'culture' mean?</p> <p>The growth of our culture: How would you advertise Britain?</p> <p>Respect for all: How are multi-cultural schools the same/different to ours?</p> <p>Everyone has a right: What female campaigners have had an impact on slavery, resistance and religious groups?</p> <p>Who are we: What does an audit of multi-culturalism show us?</p>

No Outsiders	<p>To like the way I am</p> <p>To join in</p> <p>To find ways to play together</p> <p>To be proud to be me</p> <p>To share the world with lots of people</p> <p>To work together</p>	<p>To welcome different people</p> <p>To have self-confidence</p> <p>To understand what diversity is</p> <p>To think about what makes a good friend</p> <p>To communicate in different ways</p> <p>To know I belong</p>	<p>To understand what discrimination means</p> <p>To understand what a bystander is</p> <p>To be welcoming</p> <p>To recognise a stereotype</p> <p>To recognise and help an outsider</p> <p>To consider how to live respectfully in Britain today</p>	<p>To help someone accept difference</p> <p>To choose when to be assertive</p> <p>To be proud of who I am</p> <p>To find common ground</p> <p>To see the many things in common</p> <p>To look after my mental health</p> <p>To show acceptance</p>	<p>To consider consequences</p> <p>To justify my actions</p> <p>To consider responses to racist behaviour</p> <p>To recognise when someone needs help</p> <p>To explore friendship</p> <p>To exchange dialogue and express an opinion</p>	<p>To consider responses to immigration</p> <p>To consider language and freedom of speech</p> <p>To overcome fears about difference</p> <p>To consider causes of racism</p> <p>To show acceptance</p> <p>To consider democracy</p>
Different Families, Same Love	<p>Why is family so special?</p>	<p>What special items represent your family and what you all love?</p>	<p>How might people feel across a range of family arrangements?</p>	<p>How might you advise someone feeling 'different' in their relationships?</p>	<p>What different friendship situations exist and how can people avoid feeling left out?</p>	<p>What similarities and differences exist? How does it feel to be left out? What are gender stereotypes?</p>
Mental Health	<p>What makes you happy? How can you make others happy?</p>	<p>What emotions have you felt? How can we help ourselves and each other cope with negative emotions?</p>	<p>What signs are there of physical and mental health? What is our circle of support?</p>	<p>What helps or hinders our mental health?</p>	<p>What makes you resilient or vulnerable? What coping techniques can we use?</p>	<p>How does music impact our mood? What should positive mental health look like? How can you help others?</p>

<p>RSE</p>	<p>Know how to keep clean and look after oneself</p> <p>Understand that babies become children and then adults Know the differences between boy and girl babies</p> <p>Know there are different types of families Know which people we can ask for help</p>	<p>Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p> <p>Describe some differences between male and female animals Understand that making a new life needs a male and a female</p> <p>Describe the physical differences between males and females Name the male and female body parts</p>	<p>Know some differences and similarities between males and females Name male and female body parts using agreed words</p> <p>Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch</p> <p>Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up</p> <p>Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty</p> <p>Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce</p>	<p>Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p> <p>Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes</p> <p>Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty</p>	<p>Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p> <p>Discuss different types of adult relationships with confidence Know what form of touching is appropriate</p> <p>Describe the decisions that have to be made before having a baby Know some basic facts about pregnancy and conception</p> <p>To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong</p>
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<p>P4C</p>	<p>What is belonging?</p> <p>Is it better to be a bird or a plane? Debate.</p> <p>What is a dream?</p> <p>What makes something special?</p> <p>What is fair?</p> <p>Is happiness about money?</p>	<p>What makes a home?</p> <p>Do you agree with the Creation story?</p> <p>Is it better to be an unhappy person or a happy pig? Debate.</p> <p>If you were bigger than your parents, who would be in charge?</p> <p>What do I need to make me happy?</p> <p>What does being generous mean and look like?</p>	<p>Is appearance or money more important?</p> <p>What does it mean to be an individual?</p> <p>Who or what is God?</p> <p>Would you rather have no sweets or no TV? Debate.</p> <p>What is an imaginary friend?</p> <p>What are Angels?</p>	<p>What is the best age to be and why?</p> <p>What does it mean to make a wish?</p> <p>Is it better to be rich or famous? Debate.</p> <p>What does being 'fair' mean?</p> <p>Does God answer prayers?</p> <p>What is a stick?</p>	<p>What is belief in action?</p> <p>What is the circle of life?</p> <p>If you could choose one thing to change about the world what would it be?</p> <p>Child led enquiry through the medium of emotive music.</p> <p>Are we ever 'free'?</p> <p>What does 'hope' mean?</p>	<p>What is worship?</p> <p>Is it more important to be liked or respected?</p> <p>Do you agree with 'sugar tax'?</p> <p>Is it worse to fail or never attempt it in the first place?</p> <p>What can we 'teach'? Nature vs nurture</p> <p>What makes something 'art'?</p>
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SEAL/ General progression of skills across key stages:

Area/ Key stage	KS1	LKS2	UKS2
<p>Developing confidence and responsibility and making the most of their abilities</p>	<ul style="list-style-type: none"> • Display high levels of involvement for increasing lengths of time. • Be confident enough to take appropriate risks • Develop a sense of self as a member of different communities • Express needs and feelings appropriately • Initiate interaction with other people • Develop awareness of their own needs, views and feelings • Be sensitive to the needs, views and feelings of others • Develop respect for their own cultures and beliefs and those of others • Perform simple tasks independently • Start to develop an awareness of the changes in myself - some of these I can control and some I cannot 	<ul style="list-style-type: none"> • Take and share responsibility for their own behaviour • Recognise what they like and dislike, what is fair and unfair and what is right and wrong • Recognise what they are good at from what others say • Express positive qualities about themselves • Understand the difference between impulsive and thinking behaviour • Share their opinions on things that matter to them • Recognise name and deal with their feelings in a positive way • Reflect on and evaluate their own experiences to set simple goals • Respond with increasing confidence to new people and situations • Ask questions and be able to talk about their views, thoughts and feelings on issues that affect themselves and their class • Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements • Be able to face new challenges positively and know when to seek help • Be able to identify the range of jobs carried out by people they know • Be able to explain their views on issues that affect the school environment • Able to reflect on their mistake and make amends. • Begin to make responsible choices and consider consequences • Identify the range of skills needed in different jobs • Recognise the need to ask for support sometimes and whom to ask and how • Be able to express feelings in different ways and recognise the impact on others 	<ul style="list-style-type: none"> • Talk, write and explain their views on issues that affect wider environment • Reflect on and evaluate their own experiences and set personal goals • Talk, write about and identify the skills they need to develop to make their contribution in the future • Identify needs of the wider community and their roles and responsibilities as members • Recognise and respond to a variety of emotions in themselves and others such as jealousy, anger and excitement • Transfer a skill learned in one situation to another context • Talk, write and explain their views on issues that affect the global environment • Continue to reflect and evaluate their own experiences and set personal goals • Take action bases on responsible choices • Recognise as they approach puberty how people's emotions change • Develop strategies to deal with their feelings in a positive way • Continue to develop the skills they need to make their contribution in the future • Identify needs of the wider community and develop their roles and responsibilities as members • Look after their money and realise the importance of saving • Prepare for and manage the change to secondary school

<p>Preparing to play an active role as citizens</p>	<ul style="list-style-type: none"> • Develop positive self esteem • Show developing empathy for others • Listen to an adult and to a friend 	<ul style="list-style-type: none"> • Continue to develop empathy for others • Recognise what is right and wrong, show responsibility for themselves and others in different situations • Make, agree and follow rules for their classroom • Know how to apologise and make amends • Realise that people and other things have needs • Develop understanding of groups they belong to • Contribute to the life of the class and school • Ask questions of a range of adults • Listen and respond in group discussions • Express own views with increasing confidence • Participate in a simple debate about school issues • Identify different choices they can make • Recognise the difference between right and wrong • Able to make "I" statements instead of blaming others • Beginning to understand that they have more responsibilities to meet the needs of living things • Begin to understand what harms their local, natural and built environments, make suggestions to improve them • Work together as a class or group on a project • Value contributions of others in discussion • Begin to develop negotiating strategies • Participate in making and changing rules • Contribute to decision making in a small group • To continue to develop skills to take part in small discussions about community issues • Continue to value contributions of others • Continue to develop negotiating strategies & know when to compromise • Understand why rules are needed and that there are consequences when rules are broken • Understand that there are responsibilities as well as rights • Use different ways to communicate and express personal and group views about an issue 	<ul style="list-style-type: none"> • Be able to lead discussions and debates about wider issues (aware of different rights, roles and responsibilities) • Understand why and how laws are made and enforced • Understand there are consequences when rules/ laws are broken • Resolve differences by looking at alternatives, making decisions and explaining choices • Participate in school's decision making process • Identify the bias in media reporting • Develop skills to inform choices which have an effect on the sustainability of the environment • Make informed decisions about how to allocate fund raising money • Adapt different roles, right and responsibilities during discussions and debates about wider issues • Realise the consequence of anti-social and aggressive behaviour • Understand what democracy is and about the basic institutions that support it locally and nationally • Recognise the role of voluntary, community and pressure groups • Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK
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