

Cunningham Hill Junior School – PSHE Skills Progression

Our aims for PSHE are to equip our children with the knowledge, attitudes, values and skills they require in order to reach their full potential: not just individuals, but as responsible members of the wider community. It allows them to understand and reflect on how they are developing both personally and socially, and tackles many of the moral, social and cultural issues that they experience as part of growing up in an ever-changing and diverse society.

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
BMIMW	<ul style="list-style-type: none"> To know my worth and identify positive things about myself. To set personal goals. To face new challenges positivity, make responsible choices and ask help for when needed. To understand why rules are needed and how they relate to rights and responsibilities. To understand that my actions affect others. To make responsible choices and take action. To understand my actions affect others and try to see things from their point of view. 	<ul style="list-style-type: none"> To know my attitudes and actions make a difference to the class team. To know who is in my school community, the roles they play and how I fit it. To know how democracy works (school council). To know that my actions affect myself and others. To know how groups come together to make decisions. To know hoe democracy and having a voice can benefit the school community. 	<ul style="list-style-type: none"> I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a citizen of my country and a member of my school. I can make choices about my own behaviour. I can understand how an individual's behaviours impacts on a group. I understand how democracy and having a voice benefits the school community and know how to participate. 	<ul style="list-style-type: none"> I can identify my goals for this year, understand my fears and worries about the future and how to express them. I know there are universal rights for all children but for many these rights are not met. I understand my actions affect other people locally and globally. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how democracy and having a voice benefits the school community.
CD	<ul style="list-style-type: none"> To understand every family is different and important to them. To understand conflicts sometimes happen between family members. To understand what it means to be a witness to bullying. To know that witnesses can make the situation better or worse by what they do. To recognise some words can be used in a harmful way. To recall a time when my words have affected someone's feelings and what the consequences were. 	<ul style="list-style-type: none"> To understand what assumptions can be made based on what people look like. To understand what influences people to make assumptions. To understand why bullying can be hard to spot. To tell why witnesses sometimes join in with bullying and sometimes don't tell. To understand what is special about me and value ways in which I am unique. <p>To tell you about a time when my first impression of someone changed when I got to know them.</p>	<ul style="list-style-type: none"> To understand cultural differences may cause conflict. To understand what racism is. To understand bullying behaviours such as name calling. To understand the difference between direct and indirect types of bullying. To compare my life with people in the developing world. <p>To enjoy the experience of culture other than my own.</p>	<ul style="list-style-type: none"> To understand there are different perceptions about what normal means. To understand how having a disability can affect someone's life. To explain some of the ways a group can have power over another. To give examples of people with disabilities who live amazing lives. To explain ways in which difference can be a source of conflict and celebrations

D and G	<ul style="list-style-type: none"> To describe someone who has faced difficult challenges and overcome these. To identify a dream/ambition that is important to me. To enjoy facing new learning challenges and work out ways to achieve them. To be motivated and enthusiastic about achieving our new challenge. To recognise obstacles which may hinder my achievement and take steps to overcome them. To evaluate my own learning process. 	<ul style="list-style-type: none"> To explain some of my hopes and dreams. To understand that sometimes my hopes and dreams may not happen. To be able to reflect on positive and happy experiences and know that this can help to counteract disappointment. To know how to make a new plan and set of goals. To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. To identify the contributions made by myself and others. 	<ul style="list-style-type: none"> To understand I may need money to achieve some of my dreams. To know about a range of jobs carried out by people I know. To identify a job I may like to do when I grow up. To describe the dreams the dreams and goals of young people in a culture different to mine. To understand that communicating with someone in a different culture means we can learn from each other. 	<ul style="list-style-type: none"> To know my learning strengths and can set challenging but realistic goals. To work out the learning steps I need to reach my goals. To identify problems in the world that concern me. To work with other to make the world a better place. I know what others in my class like and admire about me and can accept their praise.
HM	<ul style="list-style-type: none"> To understand how exercise affects my body. To know important organs in my body. To know the amount of calories, fat and sugar I put into my body will affect my health. To explain my knowledge and attitudes towards drugs. To identify things, people and places to keep strategies to keep myself safe. To identify when something feels safe or unsafe. To know how complex my body is and how to take care of it. 	<ul style="list-style-type: none"> To recognise how different friendships are formed, how I fit into them and the friend I value the most. To understand there are people who take on roles of leaders or followers in a group, and I know the role I take in different situations. To understand the facts about smoking and its effects on health. To understand the facts about alcohol and its effects on health. To recognise when people are putting me under pressure. To have a clear picture of what I believe is right and wrong. 	<ul style="list-style-type: none"> To know the health risks of smoking. To know some of the risks of misusing alcohol. To know and put into practice basic first aid procedures. To know how to get help in an emergency situation. To understand how the media promotes certain body types. To describe the different roles food can play in people's lives. 	<ul style="list-style-type: none"> To take responsibility for my health and make choices that benefit my health and wellbeing. To know about different types of drugs and their uses and effects on the body. To understand that some people can be exploited and made to do things against the law. To know why some people join gangs and the risks that are involved. To evaluate when alcohol is being used responsibly, antisocially or being misused. To understand what it means to be emotionally well. To explore people's attitudes towards mental health. To recognise when I feel stressed and the triggers that cause this.
Re	<ul style="list-style-type: none"> To identify the roles and responsibilities of members of my family. To identify and put into practice some of the skills of friendship. To know and use some of the strategies to keep myself safe. 	<ul style="list-style-type: none"> To recognise situations that cause jealousy in relationships. To identify someone I love and explain why they are special to me. To talk about some I know that I no longer see. To recognise how friendships change, how to make new friends and how to manage when I fall out with my friends. 	<ul style="list-style-type: none"> To have an accurate picture of who I am as a person. To understand that belonging to an online community can have positive and negative consequences. To understand there are rights and responsibilities when playing a game online. 	<ul style="list-style-type: none"> To know it is important to take care of my mental health To know how to take care of my mental health. To understand there are different stages of grief. To recognise when people try to gain power or control.

	<ul style="list-style-type: none"> To know and explain how some actions of people around the world help and influence my life. To understand how my needs and rights are shared by children around the world and how our lives may be different. To know how to express my appreciation. 	<ul style="list-style-type: none"> To understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. To know how to show love and appreciation to the people and animals who are special to me. 	<ul style="list-style-type: none"> To recognise when I am spending too much time using devices. To understand how to stay safe when using technology to communicate to my friends. 	<ul style="list-style-type: none"> To judge whether something online is safe and helpful to me To use technology positively and safely.
CM	<ul style="list-style-type: none"> To understand that lots of changes happen in animals and humans between conception and growing up. To understand how babies grow and develop in the uterus. To know what a baby needs to live and grow. To understand how boys and girls bodies need to change so that when they grow up their bodies can make babies. To identify how boys and girls bodies change on the outside during this growing up process. To identify how boys and girls bodies change on the outside during this growing up process and know why the changes are necessary so that their bodies can make babies. To begin to recognise stereotypical ideas I might have about parenting and family roles. To identify what I am looking forward to in my next class. 	<ul style="list-style-type: none"> To understand some of my personal characteristics have come from my parents and why this happens. To correctly label internal and external body parts or a male and female that are necessary to make a baby. To explain how a female body changes in order for her to be able to have a baby and that menstruation is a natural part of this. To know how the circle of change works and can apply it to changes I want to make in my life. To identify changes that may be outside of my control and accept this. To know what I am looking forward to when I move to my next class. 	<ul style="list-style-type: none"> To be aware of my own self-image. To explain how a boy's and girl's body changes during puberty. To understand the importance of looking after yourself physical and emotionally. To understand how physical intercourse can lead to conception. To identify what I am looking forward to when becoming a teenager and understand this can bring responsibilities (consent). 	<ul style="list-style-type: none"> To be aware of my own self-image and how my body fits into that. To explain how girls and boys bodies can change during puberty. To understand the importance of looking after yourself physically and emotionally. To understand how a baby develops from conception through pregnancy and how it is born. To understand how being physically attracted to someone changes the nature of a relationship and what it can mean to have a boyfriend/girlfriend. To be aware of the importance of a positive self-esteem and what I can do to develop it. To identify what I am looking forward to and what worried me about the move to secondary school.