

Progression of PSHE

Our PSHE curriculum is based on the **Cambridgeshire PSHE Scheme**. We carefully select the cycle of units of work to further promote our enquiry curriculum. We focus on developing the skills, knowledge and understanding that children need to become confident citizens.

Unit	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Beginning and Belonging</p> <p style="text-align: center;">(Myself & My Relationships)</p>	<p>To be able to help my school be a place to learn happily and safely.</p> <p>To start to build relationships in the classroom with adults and peers, exploring how it benefits me.</p> <p>To explore how it feels to be new or start something new.</p> <p>To explore what I can do to help adults and peers feel welcome in school.</p> <p>To start to identify what helps me in a new situation or when learning something new.</p> <p>To be able to identify the people in my network who I can ask for help.</p>	<p>To develop my role in helping my school to be a place to learn happily and safely.</p> <p>To develop relationships in the classroom with peers and adults and identify how this benefits me.</p> <p>To identify the feelings when starting something new or to be new.</p> <p>To be able to help adults and peers feel welcome in school.</p> <p>To develop what helps me in a new situation or when learning something new.</p> <p>To be able to identify different people in my network who I can ask for help.</p>	<p>To explore my responsibilities for helping others in school feel happy and safe.</p> <p>To explore how I can build relationships in my school.</p> <p>To develop my understanding of how different people feel when starting something new and how I can help.</p> <p>To be able to suggest how we can help people feel welcome and valued in school.</p> <p>To explore ways to help me be resilient in a range of new situations.</p> <p>To know how I can get help and support.</p>	<p>To be able to explain my responsibilities for helping others in school feel happy and safe.</p> <p>To know how to build relationships in my school and how it benefits all of us.</p> <p>To know how different people might feel when starting something new and explain how I can help.</p> <p>To know how to help people feel welcome and valued in and out of school.</p> <p>To explain what helps me to be resilient in a range of new situations.</p> <p>To explain different ways of how I can get help and support.</p>
<p style="text-align: center;">Anti-Bullying</p> <p style="text-align: center;">(Myself & My Relationships)</p>	<p>To explore how falling out and bullying are different.</p> <p>To explore how a lack of respect and empathy towards others can lead to bullying.</p> <p>To look at the difference between direct and indirect forms of bullying.</p> <p>To start to explain what bystanders and followers are and how they might feel.</p> <p>To understand that bullying might affect how people feel.</p> <p>To start to identify what I can do to support people I know who are being bullied.</p> <p>To look at how my school prevents bullying and supports the people involved.</p>	<p>To identify the differences between falling out and bullying.</p> <p>To identify how people use power when they bully others.</p> <p>To identify some of the key characteristics of different types of bullying.</p> <p>To be able to identify how a lack of respect and empathy towards others lead to bullying.</p> <p>To explore the difference between direct and indirect forms of bullying.</p> <p>To explain what a bystander and follower is and identify what their feelings might be.</p> <p>To explain that bullying might affect how people feel for a long time.</p> <p>To explain how I can support people I know who are being bullied by being assertive.</p>	<p>To look at the differences between friendship difficulties and bullying.</p> <p>To start to define the characteristics and different forms of bullying.</p> <p>To look at how people use technology and social media to bully others.</p> <p>To explore how people's personal circumstances affect their experiences.</p> <p>To explore how prejudice sometimes leads people to bully others.</p> <p>To start to identify if I can respond assertively to bullying, online and offline.</p> <p>To begin to understand how bullying might affect people's mental wellbeing and behaviour.</p> <p>To explore how and why peers might become supporters in bullying situations.</p> <p>To be able to identify ways of preventing bullying in school.</p>	<p>To know the differences between friendship difficulties and bullying.</p> <p>To be able to define the characteristics and different forms of bullying.</p> <p>To understand how people use technology and social media to bully others and how I can help others to prevent and manage this.</p> <p>To explore what all types of bullying have in common.</p> <p>To explore if different groups experience bullying in different ways.</p> <p>To identify how people's personal circumstances affect their experiences and start to explain why.</p> <p>To explain how prejudice sometimes leads people to bully others.</p> <p>To be able to respond assertively to bullying, online and offline.</p>

		To be able to explain how my school prevents bullying and supports anyone involved.		To understand how bullying might affect people's mental wellbeing and behaviour. To understand how and why peers might become colluders or supports in bullying situations. To be able to identify ways of preventing bullying in school and the wider community.
Family & Friends (Myself & My Relationships)	<p>To explore how good friends behave on and offline.</p> <p>To explore what a healthy friendship is.</p> <p>To start to identify what skills I need for choosing and making friendships.</p> <p>To look at ways to help resolve disagreements positively by listening and compromising.</p> <p>To understand how to empathise with other people in a disagreement.</p> <p>To begin to identify how my family members help each other to feel safe and secure.</p> <p>To be able to identify my network of special people and explore how we affect each other.</p>	<p>To identify how good friends behave on and offline and how I feel as a result.</p> <p>To identify what a healthy friendship is and how trust plays an essential part.</p> <p>To identify the skills I need for choosing, making and developing friendships and explore how effective they are.</p> <p>To be able to help resolve disagreements positively by listening and compromising.</p> <p>To be able to empathise with other people in a disagreement.</p> <p>To understand how I can check with my friends that their personal boundaries have not been crossed.</p> <p>To know how my family members help each other to feel safe and secure even when things are tough.</p> <p>To be able to identify my network of special people and understand how we affect and support each other.</p>	<p>To begin to identify the characteristics of healthy friendships on and offline.</p> <p>To explore how trust and loyalty feature in my relationships on and offline.</p> <p>To begin to understand if I can always balance the needs of family and friends and how I manage this.</p> <p>To begin to be able to communicate, empathise and compromise when resolving friendships issues.</p> <p>To start to understand how I can check that my friends give consent on and offline.</p> <p>To start to identify how people in my family continue to support each other as things change.</p> <p>To know who is in my network on and offline and begin to identify how to support each other.</p>	<p>To identify the characteristics of healthy friendships on and offline and how they benefit me.</p> <p>To identify how trust and loyalty feature in my relationships on and offline.</p> <p>To identify the benefits and risks of making new friends, including those I only know online.</p> <p>To know if I can always balance the needs of family and friends and how I manage this.</p> <p>To be able to communicate, empathise and compromise when resolving friendships issues.</p> <p>To understand how I can check that my friends give consent on and offline.</p> <p>To be able to identify how people in my family continue to support each other as things change.</p> <p>To know who is in my network, on and offline, how these have changed and how to support each other.</p>
Relationships and Sex Education (Healthy & Safer Lifestyles)	<p>To start to identify how male and female bodies are different.</p> <p>To start to identify what the different male and female body parts are called.</p> <p>To explore when we talk about our bodies, how they change and who we can talk to.</p> <p>To understand what my body can do and how it is special.</p>	<p>To explore what the main stages of the human life cycle are.</p> <p>To start to understand how I began.</p> <p>To identify what it means to be 'grown up'.</p> <p>To be able to identify what I am responsible for now and how this may change.</p>	<p>To be able to identify the names of the male and female sexual parts and their function.</p> <p>To be able to talk about bodies confidently and appropriately.</p> <p>To know what happens to different bodies at puberty.</p> <p>To explore what might influence my view of my body.</p>	<p>To identify the different ways babies are conceived and born.</p> <p>To explore the effect puberty might have on people's feelings and emotions.</p> <p>To understand how my words or actions effect how others feel, and what are my responsibilities.</p> <p>To explore what adults should think about before they have children.</p>

	<p>To understand why it is important to keep myself clean.</p> <p>To identify what I can do to keep myself clean and how this will change in the future.</p> <p>To look at how different illnesses and diseases spread and what I can do to prevent this.</p>	<p>To explore how different caring, stable, adult relationships create a secure environment for children growing up.</p>	<p>To know how to keep my changing body clean.</p> <p>To know how to reduce the spread of viruses and bacteria.</p>	<p>To explore why people might get married or become civil partners.</p> <p>To know what different families could be like.</p>
<p>Working Together (Citizenship)</p>	<p>To start to identify what I am good at and what others are good at.</p> <p>To be able to articulate what new skills I would like to have.</p> <p>To understand what an open question is and start to be able to ask them.</p> <p>To start to share my views and opinions effectively.</p> <p>To start to understand how different people can contribute to a group task.</p> <p>To explore how to persevere with my learning.</p> <p>To start to identify how I can work well in a group.</p> <p>To explore how to give constructive feedback.</p>	<p>To identify what I am good at and what others are good at.</p> <p>To explain what new skills I would like or need to develop.</p> <p>To develop how to ask open questions.</p> <p>To be able to share my views and opinions effectively.</p> <p>To know how different people contribute to a group task.</p> <p>To be able to identify obstacles to my learning and how to persevere.</p> <p>To know how I can work well in a group.</p> <p>To be able to give constructive feedback and receive it from others.</p> <p>To explore what a useful evaluation is.</p>	<p>To know what my strengths are and how they are seen by others.</p> <p>To know what helps me learn new skills.</p> <p>To identify what I would like to improve.</p> <p>To explore what some of the jobs people do are.</p> <p>To be able to identify how I can be a good listener to other people.</p> <p>To be able to share my views effectively with others.</p> <p>To identify how I can persevere and help others to do so.</p> <p>To start to be able to give and receive constructive feedback.</p>	<p>To be able to identify what my strengths and skill are and how they are seen by others.</p> <p>To identify what helps me learn new skills effectively.</p> <p>To identify what I would like to improve and how I can achieve this.</p> <p>To explore how my skills and strengths could be used in future employment and be able to identify some of the jobs that people do.</p> <p>To know how I can be a good listener to other people.</p> <p>To be able to share my views effectively and negotiate with others to reach agreement.</p> <p>To understand how I can persevere and help others to do so.</p> <p>To be able to give, receive and act on sensitive and constructive feedback.</p>
<p>Managing Safety & Risk (Healthy & Safer Lifestyles)</p>	<p>To start to identify how I feel in risky situations.</p> <p>To look at when I might meet adults I don't know and how I can respond safely.</p> <p>To start to be able to know what actions I can take in an emergency or accident and how I call the emergency services.</p> <p>To identify the benefits of using the roads and how I can reduce the risk.</p> <p>To identify how fire is risky and start to know how I can reduce the risk.</p>	<p>To identify how I feel in risky situations and how my body might react.</p> <p>To explore how to make decisions in risky situations and how my friends might affect these decisions.</p> <p>To identify when I might meet adults I don't know and how I can respond safely.</p> <p>To be able to know what actions I could take in an emergency or accident and how can I call the emergency services.</p>	<p>To explore when it might be good for my mental health to take a risk.</p> <p>To begin to explore what the possible benefits and consequences of taking physical, emotional, and social risks are.</p> <p>To know when I am responsible for my own safety as I get older.</p> <p>To be able to safely get the attention of a known or unknown adult in an emergency.</p>	<p>To begin to identify when might it be good for my mental health for me to take a risk.</p> <p>To know the possible benefits and consequences of taking physical, emotional, and social risks are.</p> <p>To know when I am responsible for my own safety as I get older and how can I keep others safer.</p> <p>To be able to safely get the attention of a known or unknown adult in an emergency.</p>

	<p>To explore how I can keep myself safe during activities and visits.</p>	<p>To identify the benefits of using the roads and being near water and how I can reduce the risks.</p> <p>To know how fire is risky and how I can reduce the risks.</p> <p>To develop how I keep myself safe during activities and visits.</p> <p>To explore how I can stop accidents happening at home when I'm out.</p>	<p>To explore the benefits of cycling and walking on my own and ways of staying safer.</p> <p>To identify how being outside can support my wellbeing.</p> <p>To know what the benefits of using public transport are and explore how I keep myself safe near railways.</p> <p>To begin to identify how accidents can be prevented at school and home.</p>	<p>To identify the benefits of cycling and walking on my own and how I can stay safer.</p> <p>To identify how being outside can support my wellbeing and how I can keep myself safe in the sun.</p> <p>To know what the benefits of using public transport are and how to keep myself safe near railways.</p> <p>To identify how I can prevent accidents at school and home, now that I can take more responsibility.</p>
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