



Hutton Rudby Primary School

PSHE Progression Statements

PSHE Intent Statement:

At Hutton Rudby Primary School we keep the CHILD at the heart of everything we do. We will “prepare our children for life in the big wide world” by giving them the knowledge and skills to:

- explore the British values weaved into our culturally diverse curriculum
- keep themselves and others safe in a range of contexts
- build healthy relationships by developing high standards of behaviour with mutual respect for others
- care about their and other’s mental health and wellbeing
- become familiar with current events and use debates and discussion to explore their opinions and beliefs

Year 1 PSHE Curriculum Map

Our Community	<p>-To begin to identify people who look after them in the community, e.g. their family who can give love, security and stability and who to go to if they are worried about family relationships.</p> <p>To begin to recognise that we belong to different social groups and communities such as family and school.</p> <p>-To identify ways in which we are the same or different as other people in our community, what we have in common with everyone else e.g. pets or hobbies.</p> <p>-To begin to learn courtesy and manners.</p>
Safety	
Respectful Relationships	<p>-To begin to learn how important friendships are in making us feel happy and secure.</p> <p>- To begin recognise different types of teasing and bullying, to understand that these are wrong and unacceptable in your life.</p> <p>-To begin to learn about teasing, if they experience or witness it in their life, whom to go to and how to get help.</p> <p>-To understand the responsibilities that increasing independence may bring e.g. monitors.</p> <p>-To treat others with respect including those in authority.</p>
My Body, Mind & Me	<p>-To begin to recognise what they like and dislike and how to make sensible choices to improve their body e.g. eating fruit and vegetables.</p> <p>-To identify where and how to seek support including who to speak to in home and school if they are worried about someone's mental health.</p> <p>-To understand that people have rights and that everyone has an individual responsibility to protect others' bodies and feelings; being able to take turns and share.</p> <p>-To begin to understand ways in which they are all individually excellent and understand there has never been and never will be another 'them'.</p> <p>- To begin to understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>-To begin to understand what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them using vocabulary).</p> <p>-To think about themselves, to learn from their experiences, to recognise and celebrate their determination and set simple goals.</p> <p>- To begin to discuss change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>

bold statements are statutory RSE statements

Year 2 PSHE Progression Statements

Our Community	<p>-To identify their special people in the community (family, friends, carers), what makes them special, feel loved, secure and stable and how special people should care for one another</p> <p>-To identify the 'special people' e.g. NHS workers who work in their community and how to contact if they need their help e.g. 999 in an emergency.</p> <p>- To begin to identify and respect the differences and similarities between people in the community, e.g. hair colour.</p> <p>-To understand that money comes from different sources and can be used for different purposes, including concepts of spending and saving.</p> <p>-To consistently treat others with respect including those in authority.</p> <p>-To identify that they belong to different groups and communities such as family and school, for example how our families may look different to other families</p>
Safety	<p>-To begin to understand what harms their local environment and develop strategies to improve these areas within the community.</p> <p>-To begin to identify rules for and ways of keeping your mind and body safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p>
Respectful Relationships	<p>-To identify strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>- To begin to understand the characteristics of friendships e.g. loyalty, respect and trust.</p>
My Body, Mind & Me	<p>- To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring e.g. school council, buddies.</p> <p>- To understand what they like and dislike, how to make sensible choices that improve their mind and body.</p> <p>-To recognise that choices can have good and not so good consequences on your mind and body e.g. eating too many fats or benefits of exercise.</p> <p>-To realise what is meant by 'privacy'; their right to have a 'private' life; the importance of respecting others' privacy.</p> <p>To discuss that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns)</p> <p>-To identify various ways in which they are all individually excellent and understand that there has never been and will never be another 'me'.</p> <p>-To recall the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>- To understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid in a range of contexts.</p> <p>-To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them using vocabulary) -To recognise that they share a responsibility for giving permission, including keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>-To think about in a range of contexts, in school or at home, to learn from their experiences, to recognise and celebrate their determination and set simple but challenging goals.</p>

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Year 3 PSHE Progression Statements

Our Community	<p>-To respect differences and similarities between people in the community arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, personality, appearance and disability (see ‘protected characteristics’ in the Equality Act 2010).</p> <p>- To begin to understand the range of national, regional, religious and ethnic identities within our community and in the United Kingdom.</p> <p>-To begin to consider the lives of people living in other communities, and people with different values and cultures.</p> <p>-To learn the importance of strong courtesy and manners.</p>
Safety	<p>-To recognise risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>- To begin to define the term ‘habit’ and why habits can be hard to change.</p> <p>-To begin to understand how to follow your same personal values in person and online including how your personal information is shared.</p>
Respectful Relationships	<p>-To learn how important friendships are in making us feel happy and secure.</p> <p>- To understand that a healthy friendship is positive and they do not make others feel lonely or excluded.</p> <p>- To begin understand that marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong.</p>
My Body, Mind & Me	<p>-To reflect on and celebrate their achievements due to their determination, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>-To begin to identify forms of self-care e.g. spending time with friends and family, hobbies and rest.</p> <p>-To begin to understand the concept of ‘keeping something confidential or secret’, to keep a healthy mind when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p> <p>- To understand the importance of self-respect and how this links to individual happiness.</p> <p>- To begin to recognise when they need help and to develop the skills to ask for help until they are heard; to use basic techniques for resisting pressure to do something dangerous, unhealthy to their mind and body, that makes them uncomfortable or anxious.</p> <p>- To recognise the emotions associated with change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>-To begin to understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>

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Year 4 PSHE Progression Statements

Our Community	<p>-To recognise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child.</p> <p>-To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc.</p> <p>-To begin to identify stereotypes and how to challenge them in the community.</p>
Safety	<p>To recognise, predict and assess different situations and decide how to manage them responsibly including sensible road use and risks in their local environment and to use this as an opportunity to build resilience.</p> <p>To learn about school rules about health and safety, basic emergency aid procedures e.g. head injuries and where and how to get help.</p> <p>To begin to differentiate between the term's 'risk', 'danger' and 'hazard'.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk.</p> <p>To identify which, why and how commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health and safety, that some are restricted and some are illegal to own, use and give to others.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To introduce the use of mobile phones, keeping safe, user habits.</p> <p>To begin to learn about keeping safe online, importance of protecting personal information, including passwords, addresses, the distribution of images of themselves or others and people pretending to be someone they are not.</p> <p>To begin to determine what is presented to them on social media, misrepresenting or misleading involving harmful content and how to report</p>
Respectful Relationships	<p>To recognise different types of relationships in your community: friends, acquaintances, family, relatives</p> <p>To identify the characteristics of friendships e.g. loyalty, respect, sharing problems and trust.</p> <p>To begin to learn about bullying and abuse in all its forms (online and through social media)</p> <p>To recognise and manage dares.</p> <p>To begin to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling.</p>
My Body, Mind & Me	<p>To begin to understand what positively and negatively affects their mind and body.</p> <p>To identify forms of self-care e.g. spending time with friends and family, hobbies and rest.</p> <p>To identify where and how to seek support including who to speak to in home and school if they are worried about someone's mental health.</p> <p>To understand how to take care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact.</p> <p>To begin to understand an individual's personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy including online contexts.</p> <p>To learn about managing requests for images of themselves or others, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable.</p>

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Year 5 PSHE Progression Statements

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Our Community	<ul style="list-style-type: none"> -To define what being a part of a community means, varied institutions that support communities e.g. our school fundraisers, charities, summer fayre etc. - To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc. -To understand what is meant by enterprise and begin to develop these enterprise skills. - To understand and recognise the range of national, regional, religious and ethnic identities within our community and in the UK. - To identify the lives of people living in other communities compared to their own, and people with different values and cultures.
Safety	<ul style="list-style-type: none"> -To understand the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people or on social media. -To realise consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk. -To understand how to follow your same personal values in person and online including how your personal information is shared.
Respectful Relationships	<ul style="list-style-type: none"> - To recognise what constitutes a positive, healthy relationship and develop skills to maintain healthy relationships with a positive mindset. - To discuss healthy friendships, in a range of contexts, and that these friendships can be repaired and should never result in violence. - To identify the responsibilities of by-standers when there is bullying present. - To understand that marriage represents a formal and legally recognised commitment of two people which is intended to be life-long.
My Body, Mind & Me	<ul style="list-style-type: none"> - To discuss good and not good feelings, extend their vocabulary to enable them to explain their feelings to others. -To understand the importance of self-respect in a range of contexts and how this links to individual happiness. -To understand and discuss what is meant by habit and why habits can be hard to change, whether we have any life habits. - To understand and discuss keeping secrets when they should or shouldn't agree to this, to keep a healthy mind, the right to break a confidence or share a secret. - To describe how their body will and emotions may change as they approach and move through puberty. -To discuss and understand human reproduction including key facts about the menstrual cycle. -To begin to understand the difference between the terms sex, gender, identity and sexual orientation. -To verbalise the emotions surrounding change, including transitions between key stages, loss, separation, divorce and bereavement.

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Our Community	<p>-To verbalise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child.</p> <p>-To respect and discuss differences and similarities between people in the community arise from: family, cultural, ethnic, racial, religious diversity, age, sex, gender identity, sexual orientation and personality, appearance and disability (see ‘protected characteristics’ in Equality Act 2010.)</p> <p>-To discuss, identify and challenge a range of stereotypes in the community.</p>
Safety	<p>-To realise the serious consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk in a range of contexts.</p> <p>- To discuss and differentiate between the term’s ‘risk’, ‘danger’ and ‘hazard’.</p> <p>-To highlight which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>-To recognise and discuss when they need help and develop the skills to ask for help until they are heard, use techniques for resisting pressure to do something dangerous, unhealthy or anxious to their body and mind.</p> <p>- To understand and discuss strategies for keeping safe online, importance of protecting personal information, including passwords/images of themselves or others and people pretending to be someone they are not.</p> <p>- To learn and discuss the responsible use of mobile phones, safe user habits.</p>
Respectful Relationships	<p>-To discuss and recognise bullying and abuse in all its forms in a range of contexts (online and through social media)</p> <p>-To highlight and discuss the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling.</p>
My Body, Mind & Me	<p>- To identify what positively and negatively affects their physical, mental and emotional health.</p> <p>-To deepen their understanding of good and not good feelings in a range of contexts, extend their vocabulary to enable them to explain their feelings to others.</p> <p>-To know some cultural practices against the law and human rights e.g. female genital mutilation (FGM)</p> <p>-To recognise and discuss images in the media and how they do not always reflect reality and can affect how others feel.</p> <p>-To recognise, discuss and manage dares in a range of environments.</p> <p>- To identify several ways how their body will and emotions may change as they approach and move through puberty.</p> <p>-To have a deep understanding of human reproduction and how their bodies may change over time including the menstrual cycle.</p> <p>-To highlight the difference between the terms sex, gender, identity and sexual orientation.</p> <p>-To highlight the importance of taking care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact in a range of contexts, understanding actions such as female genital mutilation (FGM) constitute abuse and are a crime, develop skills to get support if they have fears about themselves or others.</p> <p>-To understand and discuss personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy including online contexts.</p> <p>- To discuss how to manage requests for images of themselves or others as they grow older, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable.</p>