

Great Kingshill CE Combined School
Personal, Health, Social Education Progression and Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me	<p>To explain why behaviour can impact on other people.</p> <p>To explain why I have a right to learn in a happy and safe class.</p> <p>To compare my own and my friends' choices and can express why some choices are better than others.</p> <p>To explain how everyone in my class has responsibilities to make our class happy and safe.</p>	<p>To explain how my behaviour can affect how others feel and behave.</p> <p>To justify the choices I make to help keep my class and school a safe and fair place.</p> <p>To explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p>To give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	<p>To explain how my behaviour can affect how others feel and behave.</p> <p>To evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>To explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> <p>To express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>	<p>To explain why being listened to and listening to others is important in my school community.</p> <p>To problem-solve and offer different solutions to help my team/ class/ school be more democratic.</p> <p>To explain why being democratic is important and can help me and others feel valued.</p> <p>To justify why being in a democracy helps people feel valued and is fair.</p>	<p>To compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>To evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community.</p> <p>To explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>To explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.</p>	<p>To explain how my choices can have an impact on people in my immediate community and globally.</p> <p>To compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>To empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>To explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</p>
Celebrating Difference	<p>To tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>To explain why being unique and special is important.</p> <p>To explain what bullying is and how being bullied might make somebody feel.</p> <p>To explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>	<p>To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>To justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people.</p> <p>To explain how it feels to have a friend and be a friend.</p> <p>To also explain why it is OK to be different from my friends.</p> <p>To offer strategies that allow me to stand up for myself and my friends.</p>	<p>To describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>To explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>To tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p> <p>To explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>	<p>To tell you a time when my first impression of someone changed as I got to know them.</p> <p>To also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>To explain how first impressions can be misleading.</p> <p>To appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation.</p> <p>To explain why it is good to accept myself and others for who we are.</p> <p>To explain how I form opinions about myself and other people and what might influence me about that.</p>	<p>To explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>To consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation.</p> <p>To explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> <p>To recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. To suggest why some people are the victims of bullying/ discrimination and why respect is an important value.</p>	<p>To explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>To explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>To express my own attitudes towards people who are different and empathise with their circumstances.</p> <p>To show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
Dreams & Goals	<p>To explain how I feel when I am successful and how this can be celebrated positively.</p> <p>To explain what helped me to succeed in a learning challenge and explain how this made me feel.</p>	<p>To explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>To analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p>	<p>To explain the different ways that help me learn and what I need to do to improve.</p> <p>To analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these</p>	<p>To plan and set new goals even after a disappointment.</p> <p>To deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p>	<p>To compare my hopes and dreams with those of young people from different cultures.</p> <p>To explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p>	<p>To explain different ways to work with others to help make the world a better place.</p> <p>To analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p>

	<p>To say why my internal treasure chest is an important place to store positive feelings.</p> <p>To explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>	<p>To explain how it felt to be part of a group and can identify a range of feelings about group work.</p> <p>To identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	<p>feelings can be stored in my internal treasure chest and why this is important.</p> <p>To confidently discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>	<p>To explain what it means to be resilient and to have a positive attitude.</p> <p>To explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	<p>To reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>To evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	<p>To explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected</p> <p>To explain what motivates me to make the world a better place.</p>
Healthy Me	<p>To explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>To explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>To suggest how my body might come to harm if I make unhealthy choices.</p> <p>To give examples of when being healthy can help me feel happy.</p> <p>To explain how healthy choices affect the way I feel about myself and help to make me happy.</p>	<p>To explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>To justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.</p> <p>To compare my own and my friends' choices and can express how it feels to make healthy and safe choices. I can give evidence as to why my own and my friends' choices are healthy / less healthy. To also evaluate how it feels to make healthy and less healthy choices.</p>	<p>To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>To judge the levels of risk involved in different situations and To select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom.</p> <p>To express how being anxious/ scared and unwell feels.</p> <p>To express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	<p>To recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>To problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>To identify feelings of anxiety and fear associated with peer pressure.</p> <p>To identify feelings of anxiety and fear associated with peer pressure and To manage these to help me make safe and healthy choices.</p>	<p>To explain different roles that food and substances can play in people's lives. To also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>To evaluate the different roles food and substances can play in people's lives. To also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p> <p>To summarise different ways that I respect and value my body.</p> <p>To respect and value my body and health, and can consider the part this plays in maintaining my self-confidence.</p>	<p>To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>To give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>To identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> <p>To reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>
Relationships	<p>To explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. To also explain how my qualities help these relationships.</p> <p>To suggest different ways to show appreciation for other people and how to recognise their appreciation for me.</p> <p>To also explain how this helps me feel safe and good about myself.</p> <p>To give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>To explain how other people's behaviour can make me feel about myself and whether I feel safe or not. To also explain how my behaviour affects others.</p>	<p>To explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>To justify how and why some things might make me feel comfortable or uncomfortable in relationships.</p> <p>To give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>To appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	<p>To explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>To explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>To explain why my choices might affect my family, friendships and people around the world who I don't know.</p> <p>To express a sense of the responsibility we have for each other because of these connections.</p>	<p>To recognise how people are feeling when they miss a special person or animal.</p> <p>To give reasons why people may experience a range of feelings associated with personal loss.</p> <p>To give ways that might help me manage my feelings when missing a special person or animal.</p> <p>To offer and evaluate solutions to help manage personal loss.</p>	<p>To compare different types of friendships and the feelings associated with them. To also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>To justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this.</p> <p>To apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> <p>To appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p>	<p>To identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>To explain why people may experience a range of feelings associated with loss. To also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>To explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. To offer strategies to help me manage these feelings and situations.</p> <p>To consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. To also appraise the effectiveness of different strategies to help me manage my feelings.</p>
Changing Me	<p>To compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. To use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>To use the correct terms to describe penis, testicles, anus, vagina, vulva</p>	<p>To use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. To explain why some types of touches feel OK and others don't.</p> <p>To explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; To talk about the physical differences with</p>	<p>To explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>To describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the</p>	<p>To summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>To give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p>	<p>To explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. To also summarise the process of conception.</p> <p>To give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. To</p>	<p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>To explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p>

	<p>and explain why they are private. To also explain when it might be appropriate to talk about these, and when I should not.</p> <p>To explain why some changes I might experience might feel better than others.</p> <p>To suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. To offer some ideas about how I could manage feelings that are worrying or sad.</p>	<p>respect and understand how to protect my own and others' privacy.</p> <p>To tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p> <p>To explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. To explain why other people may feel differently to me and give some examples.</p>	<p>changes helps to prepare their bodies for making babies when they grow up.</p> <p>To recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p> <p>To express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>	<p>To explain some of the choices I might make in the future and some of the choices that I have no control over. To offer some suggestions about how I might manage my feelings when changes happen.</p> <p>To consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes.</p> <p>To also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>	<p>relate these changes to the conception process.</p> <p>To express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p> <p>To consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>	<p>To recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> <p>To reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p>
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