



## Progression in PSHCE

Key Knowledge <b>Seams</b> <i>(These are the themes of knowledge that are returned to each year and build upon what has gone before)</i>	Foundation <b>Nursery</b>	Foundation Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Health and wellbeing</b> Safety First It's My Body Think Positive Growing up  <b>Relationships</b> Team skills Important people Be yourselves Digital safety  <b>Living in the wider world</b> Aiming high One world Diverse Britain Money matters	<b>Health and wellbeing</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	<b>Health and wellbeing</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	<b>Safety First</b> In this unit of work, children will learn about everyday dangers, in the home and outside, and how they can keep themselves safe.	<b>Aiming High</b> In this unit of work, children will learn about having high aspirations.	<b>Safety First</b> In this unit of work, children will consider what it means to take responsibility for their own safety.	<b>Aiming High</b> Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience	<b>Safety First</b> They will learn about how to identify an emergency, what to do in this situation and how to get help when needed.	<b>Aiming High</b> Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles	
	<b>Relationships</b> Working collaboratively - Parachute activities, construction, turn taking games	<b>Relationships</b> Work as part of a group or class, and understand and follow the rules. (PSED - ELG)	<b>Be yourself</b> This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions	<b>Think Positive</b> This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions	<b>Be yourself</b> Enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience.	<b>Think Positive</b> This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health.	<b>Be yourself</b> The unit will look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.	<b>Think Positive</b> The lessons centre around themes such as the links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mindset approach to life.	
	<b>Digital wellbeing</b> Information sent home to parents. <a href="https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Guide-Online-safety-for-parents-of-children-0-5-years-old.pdf">https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Guide-Online-safety-for-parents-of-children-0-5-years-old.pdf</a>	<b>Changes (SEAL)</b> Talk about how they and others show feelings. PSED - ELG)	<b>VIPs</b> This unit explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them	<b>Diverse Britain</b> This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong	<b>VIPs</b> Look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.	<b>Diverse Britain</b> In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society	<b>VIPs</b> The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.	<b>Diverse Britain</b> In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society	
	<b>Living in the wider world</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>Good to be me (SEAL)</b> Confident to try new activities. (PSED - ELG) Welcome praise for what they have done. (PSED - ELG)	<b>TEAM</b> This unit is inspired by the idea that if a team works well together, it can have a positive impact on all of its members and what they can achieve.	<b>Digital wellbeing</b> This unit of learning is designed to encourage children to consider how we can use the Internet in a safe and responsible way.	<b>TEAM</b> In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur.	<b>Digital wellbeing</b> Children will learn about screentime and getting a healthy balance between online and offline activities.	<b>TEAM</b> The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully	<b>Digital wellbeing</b> They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help	
		<b>Going for goals (SEAL)</b> Can say when they do and don't need help. (PSED - ELG)	<b>It's my body</b> The <b>It's My Body</b> unit explores choices that children can make about looking after their bodies.	<b>Growing up</b> This topic is an introduction to how we grow and change, both physically and emotionally.	<b>It's my body</b> The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances	<b>Growing up</b> Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.	<b>Growing up</b> Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.	<b>It's my body</b> This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies	
		<b>Getting on and falling out (SEAL)</b> Adjust behaviour to different situations. (PSED - ELG)	<b>Digital Safety: Smartie the Penguin</b> <b>Session 1:</b> Pop ups and in app purchasing Inappropriate websites for older children Cyberbullying <b>Session 2</b> Upsetting images Unreliable information Talking to strangers online	<b>One world</b> This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life.	<b>Money matters</b> This unit encourages children to think about where money comes from and how it can be used	<b>One world</b> This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson	<b>Money matters</b> Children will discuss how we spend money, why people might need to borrow money and the consequences of this	<b>One world</b> Aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming.	<b>Money matters</b> They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers.
		<b>Living in the wider world</b> They know about similarities and differences between themselves and others, and among families, communities and traditions	<b>Living in the wider world</b> They know about similarities and differences between themselves and others, and among families, communities and traditions						