

Tarporley C of E Primary School Progression Document for PSHE

At Tarporley C of E Primary, we deliver a two-year planning cycle carefully tailored to the needs of our pupils and following our BOOKS approach. We have designed an inspiring and exciting curriculum that fosters BRAVERY, is OUTWARD-FACING, provides OPPORTUNITIES, develops the appropriate KNOWLEDGE AND SKILLS and nurtures a sense of SPIRITUALITY all with high quality books at the heart of our teaching and learning. Our aim is that all children will know, understand, do and remember more during their journey with us.

This progression document outlines the specific knowledge and skills from the National Curriculum in England (2013) which pupils are expected to learn in each phase over a two-year period. Where appropriate, we have indicated which statements refer to the substantive content of our curriculum (the specific, factual content for the subjects, which must be delivered in a careful sequence) and those relating to the disciplinary content (the action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge).

The curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the EYFS Statutory Framework (2021). The areas of learning include are split into two different areas; prime areas and specific areas. The prime areas of learning are: Personal, Social and emotional development, Communication and Language and Physical Development. The specific areas include essential skills and knowledge and provide contexts for learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. We recognise that pupils' learning in EYFS provides the foundations for their future, so below we have included objectives that are the building blocks for learning in Year 1 and beyond.

Should you have questions about our curriculum, please contact Miss Helen Maddocks or Mrs Kerry Forrester, our Curriculum Leads.

PSCHE

	EYFS	Key Stage 1 – Years 1 and 2	Lower Key Stage 2 – Years 3 and 4	Upper Key Stage 2 – Years 5 and 6
Relationships	<ul style="list-style-type: none"> • Think about the perspective of others • Identify and moderate their feelings both socially and emotionally • Build constructive and respectful relationships • To understand that all families are different. • To say what I think. • To understand it is okay to like different things. • To celebrate my family. • To make friends with someone different. • Find ways to calm themselves through being calmed or comforted • Engage with others through gestures, gaze and talk • Develop friendships with other children and play with increasing confidence. • Become more outgoing with unfamiliar people • Help to find solutions and talk with others to solve conflicts • Think about the perspective of others and how they feel • Work and play cooperatively and take turns with others • Build constructive and respectful relationships 	<ul style="list-style-type: none"> • To like the way I am • To know the ways in which we are different and know how to make my class welcoming • To play with boys and girls, to play together • To understand how we share the world • Things that cause conflict between me and my friends • What I do when my friend makes me upset • To like the way I am. • To understand their way is not the only way. • To understand our bodies work in different ways. • To understand we share the world with lots of people. • To welcome everyone. • To understand what makes someone feel proud. • To understand how we share the world. • To understand what diversity is. • To communicate in different ways. • To be able to work with everyone in my class. • To recognise people are different ages. 	<ul style="list-style-type: none"> • To understand what discrimination means. • To find a solution to a problem. • To know when to be assertive. • To ask questions. • To know that we all have choices. • To understand how difference can affect someone. • To understand why people choose to get married. • To be welcoming. • To use strategies to help someone who feels different. • To overcome language as a barrier. • To know that we do not join in with bullying 	<ul style="list-style-type: none"> • To recognise my freedom. • To learn from our past. • To promote diversity. • To exchange dialogue. • To understand we all have different dreams. • To welcome differences and stand up to discrimination. • To consider how my life may change as I grow up. • To justify my actions. • To appreciate artistic freedom. • To recognise when someone needs help. • To challenge exclusion of others. • To accept people who are different from me. • To challenges the causes of racism. • To know what to do if someone is being bullied. • To understand how to justify actions and decisions.

	EYFS	Key Stage 1 – Years 1 and 2	Lower Key Stage 2 – Years 3 and 4	Upper Key Stage 2 – Years 5 and 6
Health & Wellbeing	<ul style="list-style-type: none"> • Manage their own needs – personal hygiene • Know and talk about the different factors that support their overall health and well-being- regular physical activity, healthy eating, being a safe pedestrian 	<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. • To understand human rights and why they are important. • To understand what is meant by freedom of speech and the outcomes. • To understand social and emotional wellbeing and coping strategies. • To overcome fears about difference. • To explore the importance of communication and respect in a relationship. • To consider puberty and reproduction. • To consider different ways people might start a family. • To explore positive and negative ways of communicating in a relationship. • To know how to call for help in an emergency.

	EYFS	Key Stage 1 – Years 1 and 2	Lower Key Stage 2 – Years 3 and 4	Upper Key Stage 2 – Years 5 and 6
Living in the wider world and cultural capital	<ul style="list-style-type: none"> • Establish their sense of self. • Select and use activities and resources with help when needed • Feel confident when taken out around the local neighbourhood • Notice and ask questions about Difference. • Increasingly follow rules, understanding when they are important. 	<ul style="list-style-type: none"> • To understand that it can be difficult to make decisions and that some have consequences. • To know what rules are and why we need them. • To identify ways in which I am unique. • To identify special people in our wider community. • To give reasons why voting is important. • To know how to save energy to help our wider world. • To understand how to make choices about money. • To begin to understand diversity. • To explain what belonging is. 	<ul style="list-style-type: none"> • To understand the qualities and importance of (clean) water – Water Aid • To explore the purpose and importance of rules, understanding there can be consequences. • To begin to understand what a stereotype is. • To understand what it is like to live in Britain today. • To understand the purpose and features of a charity. • To discuss the need for protecting local habitats. • To show acceptance to all. 	<ul style="list-style-type: none"> • To consider and explain why rules are made and enforced. • To understand rights and responsibilities • To consider the consequences of inequality. • To understand what it means to be inspirational. • To understand responses to racist behaviour. • To learn the term immigration and the responses to it. • To learn the term migration and reasons for the movement. • To consider basic human rights and discrimination. • To consider causes of racism. • To consider democracy - No Outsiders. • To consider the value of money, including financial struggles some families may face.

No Outsiders at Tarporley CE Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The Family Book by Todd Parr To understand that all families are different.	You Choose by Nick Sharrat To say what I think.	Red Rockets and Rainbow Jelly by Sue Heap To understand it is okay to like different things.	Mommy, Mamma and Me by Leslea Newman To celebrate my family.		Blue Chameleon by Emily Gravett To make friends with someone different.
KS1 Cycle A	Elmer by David McKee To like the way I am.	Ten Little Pirates by Mike Brownlo To play with boys and girls.	That's not how you do it by Arianne Hoffman-Mainyar To understand their way is not the only way.	Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith To understand our bodies work in different ways.	My World Your World by Melanie Walsh To understand we share the world with lots of people.	Everybody's Welcome by Patricia Heggarty To welcome everyone.
KS1 Cycle B	The Odd Egg by Emily Gravett To understand what makes someone feel proud.	The First Slodge by Jeanne Willis To understand how we share the world.	The Great Big Book of Families by Mary Hoffman To understand what diversity is.	What the Jackdaw saw by Julia Donaldson To communicate in different ways.	Blown Away by Rob Biddulph To be able to work with everyone in my class.	My Grandpa is Amazing by Nick Butterworth To recognise people are different ages.
LKS2 Cycle A	This is Our House by Michael Rosen To understand what discrimination means.	Two Monsters by David Mckee To find a solution to a problem.		Dogs Don't Do Ballet by Anna Kemp To know when to be assertive.	The Flower by John Light To ask questions. To know that we all have choices.	
LKS2 Cycle B	Oliver by Birgitta Sif To understand how difference can affect someone.	King and King by Linda de Hann and Stern Nijland To understand why people choose to get married.		Beegu by Alexis Deacon To be welcoming.	The Hueys in the New Jumper by Oliver Jeffers To use strategies to help someone who feels different.	The Way Back Home by Oliver Jeffers To overcome language as a barrier.
UKS2 Cycle A	Dreams of Freedom by Amensty International To recognise my freedom.	Where the poppies now grow by Hilary Robinson To learn from our past.	My Princess Boy by Cheryl Kiodavis To promote diversity.	The cow who climbed a tree to exchange dialogue by Gemma Merino To understand we all have different dreams.	The Thing by Simon Puttock To welcome difference and stand up to discrimination.	Love you forever by Robert Munsch To consider how my life may change as I grow up.
UKS2 Cycle B	Rose Blanche by Ian McEwan To justify my actions.	The artist who painted a blue horse by Eric Carle To appreciate artistic freedom.	How to heal a broken wing by Bob Graham To recognise when someone needs help.	Leaf by Sandra Dieckman To challenge exclusion of others.	And Tango makes three by Justin Richardson To accept people who are different from me.	The Island by Armin Greder To challenges the causes of racism.

By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>