

Supporting teachers to plan for progression.

ANCHORS (PSHE CORE THEMES)	LANDING POINT 1 (YEARS 1 & 2)	LANDING POINT 2 (YEARS 3 & 4)	LANDING POINT 3 (YEARS 5 & 6)
<p>RELATIONSHIPS</p>	<ul style="list-style-type: none"> ▪ To communicate their feelings to others, to recognise how others show feelings and how to respond. ▪ To recognise that their behaviour can affect other people. ▪ The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. ▪ To recognise what is fair and unfair, kind and unkind, what is right and wrong. ▪ To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class (<i>Show & tell, presentations of work in various subjects</i>). ▪ To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (<i>through partner work, team activities, e.g. PE – problem solving</i>). ▪ To offer constructive support and feedback to others (<i>peer marking in any subject</i>). ▪ To identify and respect the differences and similarities between people. ▪ To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. 	<ul style="list-style-type: none"> ▪ To recognise and respond appropriately to a wider range of feelings in others. ▪ To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. ▪ To recognise different types of relationship, including those between acquaintances, friends, relatives and families. ▪ That their actions affect themselves and others. ▪ To judge what kind of physical contact is acceptable or unacceptable and how to respond (<i>through P.E.</i>). ▪ To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view (<i>through partner work, team activities, e.g. PE – problem solving</i>). ▪ How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (<i>anti-bullying week</i>). 	<ul style="list-style-type: none"> ▪ To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. ▪ That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. ▪ That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. ▪ That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). ▪ To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (<i>anti-bullying week</i>).

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	<ul style="list-style-type: none"> ▪ 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) (<i>link to PE</i>). ▪ That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). ▪ To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. ▪ To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable (<i>anti-bullying week</i>). ▪ Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (<i>anti-bullying week</i>). 		
<p>LIVING IN THE WIDER WORLD</p>	<ul style="list-style-type: none"> ▪ How they can contribute to the life of the classroom and school (<i>in or out of class responsibilities, joining in with any extra curricular activities, helping others to keep the school rules</i>). ▪ To help construct, and agree to follow, group, class and school rules and to understand how these rules help them (<i>class discussions, worship, repair and reflect time</i>). ▪ 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, share and understand the need to return things that have been borrowed). 	<ul style="list-style-type: none"> ▪ To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (picture news, student council). ▪ Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. ▪ To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. 	<ul style="list-style-type: none"> ▪ To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. ▪ That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (y6 responsibilities, eco-club, school council). ▪ To resolve differences by looking at alternatives, seeing and respecting others’

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	<ul style="list-style-type: none"> ▪ That they belong to different groups and communities such as family and school. ▪ What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (<i>Geography, eco-club</i>). ▪ That money comes from different sources and can be used for different purposes, including the concepts of spending and saving (role play areas). ▪ About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices (<i>Maths</i>). ▪ Ways in which they are all unique; understand that there has never been and will never be another ‘them’ (<i>R.E.</i>). ▪ Ways in which we are the same as all other people; what we have in common with everyone else. ▪ About the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. (<i>Visitors into school</i>). 	<ul style="list-style-type: none"> ▪ That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. ▪ To consider the lives of people living in other places, and people with different values and customs (<i>R.E., Geography</i>). 	<p>points of view, making decisions and explaining choices (team building exercises, Winmarleigh/Patterdale, P.E., partner and group work).</p> <ul style="list-style-type: none"> ▪ To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. ▪ About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer (<i>possible bank visit or maths exercise</i>). ▪ To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT). ▪ To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.
<p>HEALTH & WELL-BEING</p>	<ul style="list-style-type: none"> ▪ What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (<i>Science, P.E.</i>). 	<ul style="list-style-type: none"> ▪ What positively and negatively affects their physical, mental and emotional health. ▪ To recognise opportunities and develop the skills to make their own choices about 	<ul style="list-style-type: none"> ▪ How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’.

	<ul style="list-style-type: none"> ▪ To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. ▪ To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals (celebration worship, reflective conversations about work completed). ▪ About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (<i>writing opportunity</i>). ▪ About change and loss and the associated feelings (including moving home, losing toys, pets or friends). ▪ The importance of, and how to, maintain personal hygiene. ▪ How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (<i>washing hands before lunch</i>). ▪ About the process of growing from young to old and how people’s needs change. ▪ About growing and changing and new opportunities and responsibilities that increasing independence may bring. ▪ The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls (<i>Science</i>). 	<p>food, understanding what might influence their choices and the benefits of eating a balanced diet (<i>Science</i>).</p> <ul style="list-style-type: none"> ▪ To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (celebration worship, reflective conversations about work completed). ▪ To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. ▪ To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ (<i>Science</i>). ▪ That bacteria and viruses can affect health and that following simple routines can reduce their spread (<i>Science, washing hands before food/baking etc</i>). ▪ To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. ▪ Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (<i>online safety week</i>). 	<ul style="list-style-type: none"> ▪ To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. ▪ To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. ▪ About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. ▪ To recognise, predict and assess 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. ▪ To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. ▪ How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. ▪ 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. ▪ How their body will, and their emotions may, change as they approach and move through puberty.
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The highlighted objectives are covered by HeartSmart.