



'Life Learning' (PSHE) Progression 2020/21

Rationale: Assessment statements have been cross-referenced with the National Curriculum as well as the PSHE Association's Programme of Study. Statements have also been checked the teaching team to ensure progression.

Year 1		
My Body	Britain	Money Matters
<p>Working towards standard</p> <ul style="list-style-type: none"> -explain how much sleep they need; -discuss why exercise is good for them; -understand they can choose what happens to their bodies; -list healthy snacks; -know to ask a trusted adult if uncertain about whether something is safe to eat or drink; -demonstrate hygienic ways to look after their bodies. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -identify groups and communities that they belong to; -explain how to be a good neighbour; -pick out things that harm and things that help a neighbourhood; -describe what it is like to live in Britain; -identify similarities and differences between British people; -talk about what makes them feel proud of being British. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -discuss things they can buy in the shops; -talk about different sources that money can come from; -identify things they want; -identify things they need; -talk about ways we can keep track of what we spend; -discuss ways they can keep money safe; -talk about ways they keep their belongings safe.
<p>Working at expected standard</p> <ul style="list-style-type: none"> -describe their daily bedtime routine; -explain what happens if you do not exercise regularly; -explain that other people have rights for their own body; -list some foods that are good to have once a week; -identify hazard signs that mean something is dangerous; -explain what germs are and why people need to keep clean. 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -describe how they can help groups and communities they belong to; -recognise choices can have negative and positive consequences; -explain some consequences of negative and positive choices; -talk about why helping their neighbourhood is important; -describe different aspects of living in Britain; -give reasons why it is important to have differences; -identify famous British people, places and events; -explain what famous British people, places and events tell them about being British. 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -explain ways we can save money; -identify why it is important to keep money safe; -explain why it is important to keep our belongings safe; -discuss ways we can keep track of money we spend.
<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -explain how exercise helps us feel happy; 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -talk about the benefits of helping a community; 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -identify what influences what we buy;

<ul style="list-style-type: none"> -explain how getting enough sleep helps us to feel good; -verbalise the difference between normal and serious problems; -explain that some foods are more nutritious than others; -know what is not safe to eat or drink; -explain that there are good and bad germs, and that we need to -protect against the bad ones. 	<ul style="list-style-type: none"> -describe how other people are affected by choices they make; -give more detailed reasons why it is important to help their neighbourhood; -describe how they can make all people feel happy and welcome; -begin to understand the idea of respect; -identify that people have different opinions. 	<ul style="list-style-type: none"> -talk about prioritising what we buy, thinking about things we need before things we want; -discuss advertisements and offers that try to influence what we buy; -talk about the importance of keeping track of what we spend.
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Year 2		
Think Positive	Respecting Rights	VIP
<p>Working towards standard</p> <ul style="list-style-type: none"> -identify and discuss feelings and emotions, using simple terms; -describe things that make them feel happy and unhappy; -understand that they have a choice about how to react to things that happen; -talk about personal achievements and goals; -describe difficult feelings and what might cause these feelings; -discuss things for which they are thankful; -focus on an activity, remaining calm and still. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -know that all people have rights; -understand that there are people who protect their rights; -know what to do if they don't feel safe; -talk about what respect means and how to show it; -identify ways in which people can be different; -explain what being fair means; -recognise that making a positive difference in school is important. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -explain who the special people in their lives are; -talk about the importance of families; -describe what makes someone a good friend; -know how to resolve an argument in a positive way; -know the skills involved in successful cooperation; -identify a way to show others they care.
<p>Working at expected standard</p> <ul style="list-style-type: none"> -recognise and describe positive thoughts and negative thoughts; -think about and discuss the consequences of decisions they make and their actions; -set goals for themselves and think about how they might achieve them; -recognise triggers for certain emotions; -describe ways to show or give thanks for what we have; -describe what being mindful is. 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -know what rights are and identify rights that all people share; -explain how people protect their rights; -show respect for the rights of others; -explain how to behave towards someone who is different from them; -understand why it is important to be fair; -know how to make a positive difference in school and - understand why this is important. 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -identify who the special people in their lives are and explain why they are important to them; -explain why having a family network is important; -know what makes someone a good friend and demonstrate these qualities; -put positive resolution techniques into practice; -cooperate with others to complete a task; -identify several ways to show others they care and - understand the importance of doing this.

<p>Working at greater depth standard</p> <p>identify unhelpful thoughts and understand that our thoughts can affect how we feel; develop strategies for dealing with unhelpful thoughts and not-so-good feelings; apply the elements of growth mindset towards learning; appreciate and explain how being thankful can help make us happier; appreciate and explain how being mindful can help make us happier.</p>	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -begin to identify and discuss that not all people's rights are met and the consequences of this; -consider how they can help protect the rights of others; -discuss the feelings associated with showing respect and feeling respected; -encourage others to show respect for differences among people; -take an active role in making a positive difference in school. 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -discuss why they need VIPs in their lives; -encourage others to put positive resolution techniques into practice; -take the lead in demonstrating successful cooperation skills; -discuss the positive impact of showing others that they are cared for.
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Year 3		
Be Yourself	Aiming High	Britain
<p>Working towards standard</p> <ul style="list-style-type: none"> -list some of their achievements and say why they are proud of them; -identify facial expressions associated with different feelings; -describe some strategies that they could use to help them cope with uncomfortable feelings; -suggest assertive solutions to scenarios; -explain that the messages they receive from the media about how they should look, think and behave are not always realistic; -suggest ways to make things right after a mistake has been made; -explain that mistakes help them to learn and grow. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -discuss their personal achievements and skills -identify what a positive learning attitude is -talk about the range of jobs that people do -discuss what skills and interests are needed for different jobs. -talk about jobs they might do in the future - discuss what skills they might need for different jobs 	<p>Working towards standard</p> <ul style="list-style-type: none"> -describe what it is like to live in Britain; -talk about what democracy is; -talk about what rules and laws are; -talk about what liberty means; -describe a diverse society; - describe what being British means to them.
<p>Working at expected standard</p> <ul style="list-style-type: none"> -identify their own strengths; -explain that how they are feeling on the inside can affect their facial expressions and body language; 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -identify skills and attributes that are useful in many roles -identify elements of a growth mindset - identify and challenge stereotypes 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -describe the benefits of living in a diverse and multicultural society; -understand why democracy is important; -identify how rules and laws help them;

<ul style="list-style-type: none"> -identify and begin to implement strategies to help them cope with uncomfortable feelings; -begin to demonstrate appropriately assertive behaviour; -analyse messages given by the media about how they should look, think and behave; -demonstrate how they are going to make things right after mistakes have been made; -explain what they have learnt and how they have grown from mistakes they have made. 	<ul style="list-style-type: none"> -discuss goals they could set to work towards their ambitions - discuss challenges many people face and how some people overcome these 	<ul style="list-style-type: none"> -identify the rights of the British people; -describe what being British means to others.
<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -discuss how they could use their strengths and achievements to set aspirational goals; -support others with their internal feelings according to their facial expressions and body language; -suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing; -identify if behaviour is aggressive, passive or assertive; -discuss the impact on others of making amends after a mistake has been made. 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> - discuss the impact a growth mindset can have on achieving our goals -understand that our goals can change and explain why this might happen -explain the impact of stereotypes and why they need to be challenged -identify limitations to achieving goals and discuss how challenge can be overcome 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -show empathy for situations where people are not living in a democracy; -think in detail about what society would be like without rules and laws; -explain in detail their own thoughts on human rights; -discuss with confidence why showing respect and being tolerant of others is important; -identify how respect of differing opinions and ideas to their own can be shown.

Year 4

Safety First	Think Positive	VIPS
<p>Working towards standard</p> <ul style="list-style-type: none"> -discuss things they can do independently that they used to need help with; -describe what a dare is and identify situations involving peer pressure; -know when to seek help in risky or dangerous situations; -identify and discuss some school rules for staying safe and healthy; -list some of the dangers we face when we use the road; -describe drugs, cigarettes and alcohol in basic terms; -identify which information they should never share online; -identify who they should tell if they see something online that worries, upsets or confuses them; -explain what it means to be kind and respectful online. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -understand that it is important to look after our mental health; -recognise and describe a range of positive and negative emotions; -discuss changes people may experience in their lives and how they might make them feel; -talk about things that make them happy and help them to stay calm; -identify uncomfortable emotions and what can cause them; -discuss the characteristics of a good learner. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -with support, discuss how the impact of our attitudes affects us when trying to make new friendships; -with support, plan out how they will be an anonymous friend over the week; -use a support sheet to discuss the dares within a story; -use a support sheet to create a roleplay about positive resolution techniques; -create a poster with ideas to help someone who is being bullied, with a support sheet of ideas.
<p>Working at expected standard</p> <ul style="list-style-type: none"> -appreciate what being responsible means and name some of their responsibilities; -give examples of a range of risky or dangerous situations; -appreciate that doing something risky may lead to danger; -describe where pressure to do things can come from; identify people who can help us in an emergency; -identify safety precautions that can be taken on and near roads; -explain some of the ways in which drugs, cigarettes and alcohol affect the human body; -know how to use mobile devices and the Internet responsibly; -understand why certain information should never be shared online; -identify behaviour that constitutes cyberbullying. 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -understand that having a positive attitude is good for our mental health; -understand the causes of negative thoughts; -identify ways to cope with negative thoughts; -understand the impact certain changes can have on people and how it can affect them emotionally; -identify some mindfulness techniques and discuss which they like to use; -identify strategies to cope with uncomfortable emotions. 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -discuss how our attitudes impact new friendships being made; -create a plan for being an anonymous friend over the course of a week; -reflect on the different characters in the dares story and discuss the different outcomes for each character; -work together to create a role play about positive resolution techniques; -create a poster with ideas to help someone who is being bullied.

<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -appreciate that their own decisions and behaviour can impact on their safety and the safety of others; -appreciate the difference between good risks and dangerous risks; consider the impact of accepting a dare; -appreciate that the most courageous thing is to say no; -identify sources of pressure to behave in a certain way, other than peer pressure; -advise others on how to stay safe on and near roads; -appreciate that some drugs are helpful, others are harmful and all drugs can be harmful if not taken correctly; -advise others on how to stay safe online. 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -understand the implications of having negative thoughts and their impact on our actions and behaviour; -describe mindfulness and why it is helpful in supporting good mental health; -understand that puberty and the hormonal changes our bodies go through can be the cause of new and difficult emotions; -understand the need for our thinking brain to gain control over our feelings brain; -understand the implications of having a positive attitude towards learning. 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -discuss the need to have a variety of friends with differing personalities; -discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship; -discuss how the dares story could be resolved; -discuss times when applying positive resolution techniques could be tricky and discuss how this could be overcome; -create a storyline to address why a bully might have started bullying;
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Year 5		
Money Matters	Britain	It's My Body
<p>Working towards standard</p> <ul style="list-style-type: none"> -talk about what financial risk is; -discuss ways advertisers try to influence us; -identify what it means to be a 'critical consumer'; -describe what 'value for money' means; -explain what 'interest' is; -talk about what 'tax' is. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -talk about the range of faiths and ethnicities in Britain; -explain how and why laws are made; -explain what a community is; -discuss some roles of local government; -describe the basic structure of national government; -talk about the role of charities and voluntary groups in the community. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -understand that they can choose what happens to their own bodies; -know where and how to get help if they are worried; -understand the importance of sleep; -identify some physical changes that their bodies go through during puberty; -identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; -identify positive aspects about themselves; -discuss the choices related to health that they make each day; -identify choices that will benefit their health and provide a 'balanced lifestyle'.
<p>Working at expected standard</p>	<p>Working at expected standard</p>	<p>Working at expected standard</p>

<ul style="list-style-type: none"> -discuss reasons people take financial risks; -discuss why advertisers try to influence us; -talk about how to be a 'critical consumer'; -identify how we can compare the value for money of different products; -discuss how we can make a budget; -consider why people borrow money and get into debt; -explain what tax is and the ways we pay it. 	<ul style="list-style-type: none"> -identify ways of showing respect to people of all faiths and ethnicities; -explain what it means to belong to a community; -identify how laws help them; -discuss local government in relation to democracy and human rights; -discuss national government in relation to democracy and human rights; -identify how charities and voluntary groups help meet the needs of all people in the community. 	<ul style="list-style-type: none"> -define consent and autonomy; -identify the implications of not getting enough sleep; -understand why they need to change some of their habits and routines as they get older; -identify where the pressure to try harmful substances might come from; -understand that many images seen in the media are artificially enhanced; -identify some factors that influence the choices they make about their bodies; -understand that the choices they make about their bodies have consequences.
<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -identify ways people can avoid financial risk; -talk about some ways we can ensure we know the actual cost behind advertised products; -discuss the advantages of working to a budget; -explain some problems and consequences of borrowing money with regard to interest charged; -discuss the importance of paying tax as a contribution to society. 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -show empathy for different people, including those who might have experience of not being respected; -think in detail about what society would be like without rules and laws; -explain in detail how they can make a positive contribution to their community; -discuss, with confidence, how they could be actively involved in local and national government; -identify how they can make a positive difference to their community and country. 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -understand that different people have different boundaries; -identify the best bedtime routine for themselves; -use meditation at bedtime to aid a peaceful sleep; -give considered advice to others about how to look after the needs of their changing bodies; -challenge stereotypical notions of 'the perfect body'; -understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing.

Year 6

One World	Safety First	Growing Up
<p>Working towards standard</p> <ul style="list-style-type: none"> -explain what a global citizen is -say what global warming is -understand that human energy use can harm the environment -understand the importance of not wasting water -understand what biodiversity is -understand that their choices can have far reaching consequences. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -describe what a dare is and identify situations involving peer pressure; -know when to seek help in risky or dangerous situations; -identify and discuss some school rules for staying safe and healthy; -recall the number to dial in an emergency; -know how to look after mobile devices; -identify which information they should never share online; -identify who they should tell if they see something online that worries, upsets or confuses them; -explain what it means to be kind and respectful online. 	<p>Working towards standard</p> <ul style="list-style-type: none"> -name physical changes young people will experience during puberty -describe emotional changes young people might experience during puberty appreciate that there is no such thing as a perfect body -list things that all loving relationships have in common -explain what a sexual relationship is - explain how babies are conceived and how they are born
<p>Working at expected standard</p> <ul style="list-style-type: none"> -explain how to be a responsible global citizen -explain what can be done to prevent global warming from getting worse. -explain how energy use can be changed to help the environment -detail the responsible use of water -understand the importance of biodiversity -describe the impact of their choices for people and places across the world 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -appreciate what being responsible means; -assess a situation for the level of risk; -appreciate that doing something risky may lead to danger; -identify people who can help us in an emergency; -know how to use mobile devices and the Internet responsibly; -understand why certain information should never be shared online; -explain what the right to privacy means; -explain what CEOP is and how to use it to report online abuse or concerns about the way someone has communicated with them online; -identify behaviour that constitutes cyberbullying. 	<p>Working at expected standard</p> <ul style="list-style-type: none"> -explain how to look after their bodies during puberty -name some ways to cope with new or difficult emotions -describe some of the ways in which the media fuels the notion of a perfect body -describe the different types of loving relationships that exist -explain the laws around sexual relationships -use a range of key vocabulary when discussing differences in sex, gender identify and sexual orientation -use scientific vocabulary to accurately explain how babies are made and how they are born -describe the process from conception to birth and the needs of the foetus
<p>Working at greater depth standard</p> <ul style="list-style-type: none"> - encourage others to be responsible global citizens 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -appreciate that their own decisions and behaviour can impact on their safety and the safety of others; 	<p>Working at greater depth standard</p> <ul style="list-style-type: none"> -explain why young people experience physical and emotional changes during puberty

<ul style="list-style-type: none"> -reflect on how the impact of global warming may affect their future lives -develop their own thoughts and ideas on sustainability -reflect on ways in which water supply and use is affected by global warming -develop a secure knowledge of what can be done to encourage and sustain biodiversity -begin to analyse their decision and choices to a greater depth 	<ul style="list-style-type: none"> -consider the impact of accepting a dare; -appreciate that the most courageous thing is to refuse a dare; -identify sources of pressure to behave in a certain way, other than peer pressure; -discuss a range of emergencies and the different responses that would be most appropriate; -understand some basic first aid; -discuss the full range of potential threats and dangers using the Internet can pose; -advise others on how to stay safe online. 	<ul style="list-style-type: none"> -tailor advice to others in specific situations, regarding managing changing emotions -challenge society's perceptions of a perfect body -discuss the way different types of relationships are viewed in society -consider how some couples in loving relationships have children in ways other than male-female sexual intercourse e.g. infertility treatment/surrogate/adoption -ask mature questions about puberty and the changes people experience -consider the sensitive nature of this topic; why can it be difficult to discuss and what could be done to improve this
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