



# PSHE Progression Document

## Abbot's Hall Community Primary School



**Subject Strand: Being me in my world**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>S u b s t a n t i v e k n o w l e d g e</b>	<p>Know what self-identity is</p> <p>Understand what feelings are</p> <p>Know how to be in a classroom</p> <p>Know how to be gentle</p> <p>Identify rights and responsibilities</p>	<p>Identify feeling special and safe and being part of a class.</p> <p>Identify rights and responsibilities, rewards and feeling proud.</p> <p>Understand consequences. Understand the Learning Charter.</p>	<p>Discuss hopes and fears for the year, rights and responsibilities, rewards and consequences.</p> <p>Establish a safe and fair learning environment. Make valuing contributions and choices. Identify different feelings.</p>	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices.</p> <p>Seeing things from others' perspectives.</p>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making Having a voice</p> <p>What motivates behaviour</p>	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities Rewards and consequences</p> <p>How behaviour affects groups Democracy, having a voice, participating</p>	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p>
<b>D i s c i p l i n a r y</b>	<p>Recognise and manage my feelings.</p> <p>Work together and consider other people's feelings.</p> <p>Understand why it is good to be kind and use gentle hands.</p> <p>Understand children's rights and this means we should all be allowed to learn and play.</p> <p>Learn what being responsible means.</p>	<p>Explain why my class is a happy and safe place to learn.</p> <p>Give different examples where I or others make my class happy and safe.</p>	<p>Explain why my behaviour can impact on other people in my class.</p> <p>Compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Explain how my behaviour can affect how others feel and behave.</p> <p>Explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>Explain why it is important to feel valued.</p>	<p>Explain why being listened to and listening to others is important in my school community.</p> <p>Explain why being democratic is important and can help me and others feel valued.</p>	<p>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>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>Explain how my choices can have an impact on people in my immediate community and globally.</p> <p>Empathise with others in my community and globally and explain how this can influence the choices I make.</p>



## PSHE Progression Document Abbot's Hall Community Primary School



<b>V o c a b u l a r y</b>	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective
--	--	--	---	--	--	--	--



# PSHE Progression Document

## Abbot's Hall Community Primary School



**Subject Strand: Celebrating differences**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>S u b s t a n t i v e k n o w l e d g e</b>	<p>Identify talents</p> <p>Show how I am special</p> <p>Describe what families are</p> <p>Know where I live</p> <p>Show how to make friends</p> <p>Know how to stand up for myself</p>	<p>Discuss similarities and differences.</p> <p>Understanding bullying and knowing how to deal with it.</p> <p>Know how to make new friends.</p> <p>Celebrate the differences in everyone.</p>	<p>Identify assumptions and stereotypes about gender.</p> <p>Understand bullying Know to stand up for self and others.</p> <p>Learn to make new friends.</p> <p>Define gender diversity</p> <p>Celebrate difference and remaining friends.</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child- centered)</p> <p>Witnessing bullying and how to solve it.</p> <p>Recognising how words can be hurtful.</p> <p>Giving and receiving compliments</p>	<p>Challenging assumptions Judging by appearance</p> <p>Accepting self and others Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name- calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>
<b>D i s c i p l i n a r y</b>	<p>Understand that being different makes us all special.</p> <p>Know we are all different but the same in some ways.</p> <p>Tell you why I think my home is special to me.</p> <p>Tell you how to be a kind friend.</p> <p>Know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>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>Explain what bullying is and how being bullied might make somebody feel.</p>	<p>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>Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>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>Understand the impact that these words can have.</p> <p>Explain 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>Explain a time when my first impression of someone changed as I got to know them.</p> <p>Explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>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>Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>



## PSHE Progression Document

### Abbot's Hall Community Primary School



<b>V o c a b u l a r y</b>	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment</p>	<p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>	<p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration</p>
--	---	---	---	---	--	---	--



# PSHE Progression Document

## Abbot's Hall Community Primary School



**Subject Strand: Dreams and goals**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>S u b s t a n t i v e k n o w l e d g e</b>	<p>Understand what challenges are</p> <p>Show what perseverance is.</p> <p>Understand how to set goals.</p> <p>Know how to overcome obstacles.</p> <p>Know how to seek help</p> <p>Identify what jobs are</p> <p>Show how to achieve my goals</p>	<p>Set goals.</p> <p>Identify successes and achievements.</p> <p>Identify learning styles.</p> <p>Work well and celebrate achievement with a partner.</p> <p>Tackle new challenges</p> <p>Identify and overcome obstacles.</p> <p>Identify feelings of success.</p>	<p>Know how to set realistic goals.</p> <p>Understand how to persevere.</p> <p>Identify learning strengths and how to learn with others.</p> <p>Know how to work in a group and cooperate.</p> <p>Contribute to and share success.</p>	<p>Difficult challenges and achieving Success.</p> <p>Dreams and ambitions</p> <p>New challenges.</p> <p>Motivation and enthusiasm.</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings Simple budgeting</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment.</p> <p>Creating new, realistic dreams.</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Future dreams</p> <p>The importance of money Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures Supporting others (charity)</p> <p>Motivation</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>
<b>D i s c i p l i n a r y</b>	<p>Understand that if I persevere I can tackle challenges.</p> <p>Tell you about a time I didn't give up until I achieved my goal.</p> <p>Set a goal and work towards it.</p> <p>Use kind words to encourage people.</p> <p>Understand the link between what I learn now and the jobs I might like to do when I am older.</p> <p>Say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Explain how I feel when I am successful and how this can be celebrated positively.</p> <p>Say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Explain how I played my part in a group and the parts other people played to create an end product.</p> <p>Explain how our skills complemented each other.</p> <p>Explain how it felt to be part of a group and can identify a range of feelings about group work</p>	<p>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Demonstrate confidence and positivity when I share my success with others.</p> <p>Explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Plan and set new goals even after a disappointment.</p> <p>Explain what it means to be resilient and to have a positive attitude.</p>	<p>Compare my hopes and dreams with those of young people from different cultures.</p> <p>Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Explain different ways to work with others to help make the world a better place.</p> <p>Explain what motivates me to make the world a better place.</p>



# PSHE Progression Document

## Abbot's Hall Community Primary School



<b>V o c a b u l a r y</b>	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p>Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>	<p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>	<p>Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>
--	---	---	---	--	---	--	--



# PSHE Progression Document

## Abbot's Hall Community Primary School



**Subject Strand: Healthy me**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>S u b s t a n t i v e k n o w l e d g e</b>	<p>Know how and why we exercise our bodies</p> <p>Identify some physical activities</p> <p>Identify some healthy foods</p> <p>Know the importance of sleep</p> <p>Show how to keep clean</p> <p>Know some ways to stay safe.</p>	<p>Know important of keeping myself healthy.</p> <p>Identify healthier lifestyle choice.</p> <p>Understand how to keep clean.</p> <p>Identify how to keep safe.</p> <p>Know the importance of medicine</p> <p>safety/safety with household items and road safety.</p> <p>Link health and happiness.</p>	<p>Define and show motivation.</p> <p>Understand the importance of healthy choices, good nutrition and relaxation.</p> <p>Identify healthier snacks.</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and off line scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Healthier friendships Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>

## PSHE Progression Document

### Abbot's Hall Community Primary School

<p><b>D i s c i p l i n a r y</b></p>	<p>Understand that I need to exercise to keep my body healthy.</p> <p>Know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>Know what the word 'healthy' means and that some foods are healthier than others.</p> <p>Know how to help myself go to sleep and understand why sleep is good for me.</p> <p>wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>Know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Give examples of when being healthy can help me feel happy.</p>	<p>Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>Compare my own and my friends' choices and can express how it feels to make healthy and safe choices</p>	<p>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>Express how being anxious/ scared and unwell feels.</p>	<p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>Summarise different ways that I respect and value my body.</p>	<p>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>Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
<p><b>V o c a b u l a r y</b></p>	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p>Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>	<p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>	<p>Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>



# PSHE Progression Document

## Abbot's Hall Community Primary School



### Subject Strand: Relationships

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>S u b s t a n t i v e k n o w l e d g e</b>	<p>Understand what family life is</p> <p>Show how to make friends</p> <p>Understand the difficulties of breaking friendships</p> <p>Know how to manage falling out with friends</p> <p>Describe how to deal with bullying</p> <p>Show how to be a good friend</p>	<p>Belonging to a family</p> <p>Making friends/being a good friend.</p> <p>Physical contact preferences.</p> <p>People who help us</p> <p>Qualities as a friend and person.</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself.</p> <p>Celebrating special relationships.</p>	<p>Discuss different types of family.</p> <p>Identify physical contact boundaries.</p> <p>Understand friendship and conflict.</p> <p>Discuss secrets.</p> <p>Identify trust and appreciation.</p> <p>Express appreciation for special relationships.</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>



# PSHE Progression Document

## Abbot's Hall Community Primary School



<b>D i s c i p l i n a r y</b>	<p>Identify some of the jobs I do in my family.</p> <p>Know how to make friends to stop myself from feeling lonely.</p> <p>Think of ways to solve problems and stay friends.</p> <p>Understand the impact of unkind words.</p> <p>Use Calm Me Time to manage my feelings.</p> <p>Know how to be a good friend.</p>	<p>Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>Give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>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>Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>Recognise how people are feeling when they miss a special person or animal.</p> <p>Give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Compare different types of friendships and the feelings associated with them.</p> <p>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>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>Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>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. I can offer strategies to help me manage these feelings and situations.</p>
--	--	---	---	---	--	---	---



# PSHE Progression Document

## Abbot's Hall Community Primary School

<b>V o c a b u l a r y</b>	<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self- belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p>	<p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p>	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>
--	---	---	--	---	--	---	---



# PSHE Progression Document

## Abbot's Hall Community Primary School



**Subject Strand: Changing Me**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>S u b s t a n t i v e k n o w l e d g e</b>	<p>Know what bodies are</p> <p>Show how I respect my body</p> <p>Understand that people grow up</p> <p>Know that growth and change happens</p> <p>Describe fun and fears</p> <p>Show how to celebrate</p>	<p>Life cycles – animal and human.</p> <p>Changes in me</p> <p>Changes since being a baby.</p> <p>Differences between female and male bodies (correct terminology).</p> <p>Linking growing and learning.</p> <p>Coping with change</p> <p>Transition.</p>	<p>Define life cycles in nature</p> <p>Understand growing from young to old.</p> <p>Know how to increase independence.</p> <p>Identify differences in female and male bodies (correct terminology)</p> <p>Express assertiveness</p> <p>Prepare for transition.</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>
<b>D i s c i p l i n a r y</b>	<p>Name parts of the body.</p> <p>Tell you some of the things I can do and foods I can eat to be healthy.</p> <p>Understand that we all grow from babies to adults.</p> <p>Express how I feel about moving to Year 1.</p> <p>Talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>Share my memories of the best bits of this year in Reception.</p>	<p>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. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>Explain why some changes I might experience might feel better than others.</p>	<p>Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>Explain why some types of touches feel OK and others don't.</p> <p>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>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>Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>Offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>Summarise the process of conception.</p> <p>Express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>



# PSHE Progression Document

## Abbot's Hall Community Primary School



<b>V o c a b u l a r y</b>	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>	<p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>	<p>Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>	<p>Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>
--	---	--	---	--	--	---	---