



Knypersley First School
-PSHRE-
Whole School Progression





EYFS

Nursery

Autumn	Spring	Summer
<p>Select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Play with one or more other children, extending and elaborating play ideas</p>	<p>Begin to understand how others might be feeling.</p> <p>Talk with others to resolve conflict.</p> <p>Remember a rule independently.</p> <p>Develop appropriate ways of being assertive.</p> <p>Help to find solutions to conflicts and rivalries and suggest other ideas.</p>

Reception

Autumn	Spring	Summer
<p>Build constructive and respectful relationships.</p> <p>Manage their own needs.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>See themselves as a valuable individual</p>



Year 1

Autumn 1	Spring 1	Summer 1
<p>LWW</p> <ul style="list-style-type: none"> To understand the reason why we have rules. To understand rules as expectations. To agree and follow rules for a group and the classroom. To recognise why rules and expectations are important. To understand the reason why we have rules/ expectations. To know how to contribute to class life. To take turns. To agree to and follow rules for a collaborative game. <p>HWB</p> <ul style="list-style-type: none"> To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To know that people sometimes behave differently online, including by pretending to be someone they are not. To know the importance of using the internet safely. <p>R</p> <ul style="list-style-type: none"> To know the importance of self-respect and how this links to personal happiness. To know the characteristics of friendships: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. To develop positive relationships with peers. To recognise that family and friends should care for each other. To know that in school and in wider society we can expect to be treated with respect by others, and that in turn we should show due respect to others, including those in positions of authority. To understand the importance of making friends. To identify and respect the differences and similarities between people. 	<p>HWB</p> <ul style="list-style-type: none"> To eradicate germs and the spread of diseases by washing hands. To understand how germs spread infections and diseases. To know about where vegetables and fruit grow. To make simple choices that improve our health and well-being e.g. healthy eating. To understand the need for protein as part of a balanced diet. To recognise which types of food are healthy. To make positive real-life choices. To understand the need for physical activity to keep healthy. <p>To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.</p> <p>R</p> <ul style="list-style-type: none"> To know the importance of respecting others, even when they are very different from us (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>R</p> <ul style="list-style-type: none"> To recognise what is kind and unkind behaviour. To know that families are important for children growing up because they can give love, security and stability. To identify our special people and what makes them special. <p>LWW</p> <ul style="list-style-type: none"> To understand that people and other living things have needs and that we have responsibilities to meet them. To understand about responsibility to others. To understand the concept of 'borrowing'. To show responsibility to others. To understand the importance of sharing. To know that everyone has a responsibility to consider the needs of others.



Year 1

Autumn 2	Spring 2	Summer 2
<p>R</p> <p>To learn about the conventions of courtesy and manners.</p> <p>To recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>To recognise and communicate feelings to others.</p> <p>To share our views.</p> <p>To recognise, name and deal with our feelings in a positive way.</p> <p>To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To take part in discussions with one other person and the whole class.</p> <p>To understand that it is important to share our opinions and to be able to explain our views.</p> <p>To listen to other people and play and work co-operatively.</p> <p>HWB</p> <p>To know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To learn about making positive choices and how they can lead to happiness.</p> <p>To recognise, name, manage and express feelings in a positive way.</p>	<p>R</p> <p>To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</p> <p>To know about bullies and bullying behaviour.</p> <p>To understand that bullying is wrong.</p> <p>To understand that name-calling is hurtful and avoidable.</p> <p>To take part in discussions with the whole class.</p> <p>To recognise how their behaviour affects other people.</p> <p>To understand what is and what is not bullying behaviour.</p> <p>HWB</p> <p>To know the difference between secrets and surprises.</p> <p>To understand when not to keep adults' secrets.</p> <p>To understand that it is acceptable to say no.</p> <p>To know where and how to seek support (including recognising the triggers for seeking support), including to whom in school we should speak if we are worried about our own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>To know who to go to for help and advice.</p>	<p>HWB</p> <p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>To understand the importance of sun safety.</p> <p>To know how to keep safe in the sun.</p> <p>To know rules for, and ways of, keeping safe, including basic road safety and about people who can help us to stay safe.</p> <p>To develop an awareness of the Green Cross Code.</p> <p>LWW</p> <p>To understand where money comes from</p> <p>To recognise notes and coins.</p> <p>To understand the role of money in our society.</p> <p>To understand why it is important to keep money safe.</p>



Year 2

Autumn 1	Spring1	Summer 1
<p>R</p> <p>To know the importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>To know some similarities and differences between people from different countries and the importance of cross-cultural friendship.</p> <p>To understand the importance of sharing as part of friendship and kindness.</p> <p>To recognise what is fair and unfair.</p> <p>To take part in discussions with the whole class.</p> <p>To understand our role in the class community.</p> <p>LWW</p> <p>To know how to contribute to the life of the classroom.</p> <p>To understand that we belong to various groups and communities.</p> <p>To develop a sense of belonging in the wider community.</p> <p>To know how to respond safely and appropriately to adults we may encounter (in all contexts, including online) whom we do not know.</p>	<p>HWB</p> <p>To understand the importance of and reasons for bathing and showering.</p> <p>To understand the importance of maintaining personal hygiene.</p> <p>To understand the importance of effective teeth cleaning and good dental hygiene</p> <p>To know how to take care of teeth, in addition to brushing.</p> <p>To manage basic personal hygiene.</p> <p>To find out which foods are good for us.</p> <p>To understand the importance of a healthy lifestyle, including dental hygiene.</p> <p>To make simple choices that improve their health and well-being e.g. healthy eating.</p> <p>To learn about the importance of medicine safety.</p> <p>To know that all household products, including medicines, can be harmful if not used properly.</p>	<p>HWB</p> <p>To know how to ask for advice or help for ourselves or others, and to keep trying until we are heard.</p> <p>R</p> <p>To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</p> <p>To understand who can help if someone is affected by bullying.</p> <p>To understand that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying</p> <p>To understand strategies to cope with unfair teasing.</p> <p>To understand that there are different types of teasing and bullying.</p> <p>LWW</p> <p>To understand the role of the local community.</p> <p>To develop a strong relationship within the local community.</p> <p>To understand the importance of shared responsibility within all communities.</p> <p>To take responsibility for our actions.</p> <p>To be responsible for another living thing.</p>

Autumn 2	Spring 2	Summer 2
<p>R</p> <p>To understand the difference between right and wrong.</p> <p>To know that families are important for children growing up because they can give love, security and stability.</p> <p>To recognise that family and friends should care for each other.</p> <p>To recognise the importance of listening to other people.</p> <p>To understand the importance of being able to work cooperatively.</p> <p>To understand the concept of negotiation.</p> <p>To understand the importance of being able to play and work cooperatively.</p> <p>To take part in a simple debate about topical issues.</p> <p>To communicate their feelings to others.</p> <p>To share opinions and explain their views.</p> <p>To listen to other people and work co-operatively.</p> <p>HWB</p> <p>To think about themselves, learn from experiences and recognise what they are good at.</p> <p>To recognise choices that they can make and value their achievements.</p> <p>To know how to set simple goals and targets for themselves</p>	<p>HWB</p> <p>To identify and respect similarities and differences between boys and girls.</p> <p>To know the process of growing from young to old.</p> <p>To know the names for different parts of the body.</p> <p>To recognise similarities and differences based on gender.</p> <p>To know about the physical changes in our bodies as we grow.</p> <p>To understand emotional changes as we grow up.</p> <p>To know that we have rights over our own bodies.</p> <p>To understand how our needs change and grow as we develop.</p> <p>To understand how muscles work.</p> <p>To make positive real-life choices.</p> <p>To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle.</p>	<p>HWB</p> <p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>To understand the importance of sun safety.</p> <p>To know how to keep safe in the sun.</p> <p>To know rules for, and ways of, keeping safe, including basic road safety and about people who can help us to stay safe.</p> <p>LWW</p> <p>To develop an awareness of the Green Cross Code.</p> <p>To Understand where money comes from.</p> <p>To recognise notes and coins.</p> <p>To understand the role of money in our society.</p> <p>To understand why it is important to keep money safe.</p>



Year 3

Autumn 1	Spring 1	Summer 1
<p>HWB</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To know about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.</p> <p>To know how to consider the effect of our online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>To use ICT safely, including keeping electronic data secure.</p> <p>LWW</p> <p>To understand why rules are needed in different situations.</p> <p>To recognise that rules may need to be changed.</p> <p>To understand why it is important to plan ahead and think of potential consequences as a result of our actions.</p> <p>To understand why it is important to behave responsibly.</p> <p>To recognise that actions have consequences.</p>	<p>HWB</p> <p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To know and understand the difference between the terms physical, emotional and mental.</p> <p>To become more self-aware.</p> <p>To understand why setting goals is important.</p> <p>To know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p>HWB</p> <p>To understand that the rate at which we grow differs from person to person.</p> <p>To know and understand how to look after our teeth.</p> <p>To understand what happens when we lose teeth as we grow up and why this happens.</p> <p>To understand the importance of 'First Aid'.</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p> <p>To know the importance of a paramedic.</p>
Autumn 2	Spring 2	Summer 2
<p>R</p> <p>To know and understand the features of a good friend.</p> <p>To understand why it is important to be positive in relationships with others.</p> <p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know 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>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To explore friendship by holding a friendship awards event called the BAFAs (Best at Friendship Awards) where individuals will be recognised for their excellent friendship skills and actions.</p> <p>To use the ideas from previous lessons to compile a list of categories for the awards e.g. most reliable, kindest, etc.</p> <p>HWB</p> <p>To know how to recognise and talk about our emotions, including having a varied vocabulary of words to use when talking about our own and others' feelings,</p>	<p>R</p> <p>To recognise that there are many ways to communicate.</p> <p>To understand the need to communicate clearly.</p> <p>To understand why it is important to listen to others.</p> <p>LWW</p> <p>To understand why it is important to be part of a community.</p>	<p>HWB</p> <p>To understand the meaning of the word 'healthy'.</p> <p>To know the risks associated with an inactive lifestyle (including obesity).</p> <p>To know the recommended guidelines for physical activity and understand the reasons for these.</p> <p>To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>R</p> <p>To understand why it is important to work collaboratively.</p> <p>To know how to identify ways to improve the environment.</p> <p>To know how to spot problems and find ways of dealing with them.</p>



Year 4

Autumn 1	Spring 1	Summer 1
<p>HWB</p> <p>To use ICT safely including using software features and settings.</p> <p>To know how information and data is shared and used online.</p> <p>To know that for most people the internet is an integral part of life and has many benefits.</p> <p>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>To know why social media, some computer games and online gaming, for example, are age restricted.</p> <p>To know where and how to report concerns and get support with issues online.</p> <p>LWW</p> <p>To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To know and understand the terms 'discrimination' and 'stereotype'.</p> <p>To challenge stereotypes relating to gender and work.</p> <p>To show awareness of issues affecting communities.</p>	<p>HWB</p> <p>To know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To know where different foods come from.</p> <p>To know about and understand the function of different food groups for a balanced diet.</p> <p>To know the principles of planning and preparing a range of healthy meals.</p> <p>To learn to prepare and cook a variety of dishes</p>	<p>HWB</p> <p>To understand that everyone has different strengths and weaknesses.</p> <p>To learn about the importance of self-respect and how this links to our own happiness.</p> <p>To know how to set realistic targets.</p> <p>To understand how to break down the steps needed to achieve a goal.</p> <p>To identify and talk about my own and others' strengths and weaknesses and how to improve.</p> <p>To reflect on the range of skills needed in different jobs.</p>
Autumn 2	Spring 2	Summer 2
<p>R</p> <p>To know how to recognise the difference between isolated hostile incidents and bullying.</p> <p>To understand what self-esteem is and why it is important.</p> <p>To know how to communicate our opinions in a group setting.</p> <p>To understand the terms 'resilience' and 'persistence' and why these character traits are important.</p> <p>To know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>To know how to recognise bullying behaviour.</p> <p>HWB</p> <p>To know how to judge whether what we are feeling and how we are behaving is appropriate and proportionate.</p>	<p>R</p> <p>To understand why it is important to listen to others.</p> <p>To know how to communicate our opinions in a group setting.</p> <p>To know that others' families, either in school or in the wider world, sometimes look different from our family, but that we should respect those differences and know that other children's families are also characterised by love and care.</p> <p>To understand that family units can be different and can sometimes change.</p> <p>HWB</p> <p>To know that isolation and loneliness can affect children and that it is very important for us to discuss our feelings with an adult and seek support.</p>	<p>R</p> <p>To understand how we are all connected by our similarities.</p> <p>To know 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 we grow up.</p> <p>To know and understand how the make-up of family units can differ.</p> <p>To understand and appreciate the range of different cultures and religions represented within school.</p> <p>To learn about the need for tolerance for those of different faiths and beliefs.</p> <p>To understand the term 'diversity' and appreciate diversity within school.</p> <p>To understand the need for tolerance for those who are different from us.</p> <p>LWW</p> <p>To know and reflect on our own spending habits/choices.</p> <p>To understand why financial management and planning is important from a young age.</p>



Safe Zones Y3

Y1 and Y2 Safe Zones are covered through their NOS weekly assemblies

Autumn Safe Zone	Spring Safe Zone	Summer Safe Zone
<p>To explain what is meant by the term 'identity'.</p> <p>To explain how I can represent myself in different ways online.</p> <p>To explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media).</p> <p>To describe ways in which people who have similar likes and interests can get together online.</p> <p>To give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>To explain some risks of communicating online with others I don't know very well.</p> <p>To explain why I should be careful who I trust online and what information I can trust them with.</p> <p>To explain how my, and other people's, feelings can be hurt by what is said or written online.</p> <p>To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable, or worried.</p> <p>To explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>To explain what is meant by 'trusting someone online.' I can explain why this is different from 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>To explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online are the same as sharing online e.g. sharing images and videos.</p>	<p>To describe appropriate ways to behave towards other people online and why this is important.</p> <p>To give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>To search for information about myself online.</p> <p>To recognise that I need to be careful before I share anything about myself or others online.</p> <p>To give examples of what anyone may or may not be willing to share about themselves online.</p> <p>To know who I should ask if I am not sure if I should put something online.</p> <p>To demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>To explain what autocomplete is and how to choose the best suggestion.</p> <p>To explain the difference between a 'belief', 'an opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>To explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>To describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>To explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, video).</p> <p>To explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites).</p>	<p>To give reasons why I should only share information with people I choose to and can trust.</p> <p>To explain that if I am not sure or feel pressurised, I should ask a trusted adult.</p> <p>To understand and can give reasons why passwords are important.</p> <p>To describe simple strategies for creating and keeping passwords private.</p> <p>To describe how connected devices can collect and share my information with others.</p> <p>To explain why copying someone else's work from the internet without permission can cause problems.</p> <p>To give examples of what those problems might be.</p>

Safe Zones Y4

Autumn Safe Zone	Spring Safe Zone	Summer Safe Zone
<p>To understand downtime and how we should behave during it.</p> <p>To reflect on screen time and what you access online.</p>	<p>To begin to question the validity of online sources of information.</p> <p>To review online identity.</p>	<p>To create an online portfolio while being aware of copyright and ownership.</p> <p>To begin to develop a knowledge of privacy and consent.</p>