



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



<u>Year Group</u>	<u>Topics</u>	<u>National Curriculum Objectives</u>	<u>Skills</u>	<u>Impact by the end of the year</u>
Early Years Y R	<p>Autumn Term: Ourselves and families.</p> <p>Autumn and Harvest.</p> <p>Light and Dark</p> <p>Space</p>	<p style="text-align: center;">PSHE Core Theme 1 – Health and Well-Being</p> <p>4. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>9. About growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>12. Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT)</p> <p>13. About people who look after them, their family networks, who to go to if they are worried, ways that pupils can help these people to look after them.</p> <p>14. To recognise that they share a responsibility for keeping themselves and others safe.</p>	<p>Children will have a number of opportunities to appreciate and celebrate differences and to understand how it feels, and how important it is, to belong to a group. They will consider how everybody can be helped to feel safe and happy in the setting and to understand the routines and expectations there. They will have opportunities to develop the social skills needed to function in a group setting. They will explore the core feelings of happiness, excitement, sadness and fearfulness and learn ways to identify and label these feelings, distinguishing between comfortable and uncomfortable feelings. They will know that all people can feel the same emotions, but not always in the same situations.</p> <p>They will have opportunities to develop empathy and work out what others are feeling. They will know how our actions can affect people’s feelings and that all feelings are OK, but not all actions are.</p> <p>They will have opportunities to learn to calm themselves down and to learn some basic strategies for managing fear and up</p> <p>Children are introduced to the issues of cooperating with other children, and working in a group.</p> <p>In addition, children have the opportunity to develop and practise the social skills of sharing and taking turns, listening to each other and of understanding some of the ways in which someone can be a friend. The feeling focus is on feeling angry and finding ways to deal with this feeling.</p> <p>Children experience ways of asking for help, making up with other children and saying sorry when they have fallen out.</p> <p>The skills of working in a group are also addressed</p>	<p>Belonging I know I belong to my class/group. I know the people in my class/group. I like belonging to my group/class/school. I know that people in my group/class like me. I like the ways we are all different.</p> <p>Self-awareness I can tell you something special about me.</p> <p>Understanding my feelings I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared. I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people).</p> <p>Managing my feelings I know some ways to calm myself down when I feel scared or upset.</p> <p>Understanding the feelings of others I know that everybody in the world has feelings.</p> <p>Social skills I can share in a group. I can take turns in a group. I can join in with other children playing a game. I know how to be kind to people who are new or visiting the classroom.</p> <p>Understanding rights and responsibilities I know what to do in my classroom/setting.</p>
	<p>Trad. Tales</p> <p>Christmas.</p>	<p style="text-align: center;">PSHE Core Theme 2 – Relationships</p> <p>1. To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>2. To recognise how their behaviour affects other people.</p> <p>4. To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>7. To offer constructive support and feedback to others.</p> <p>8. To identify and respect the differences and similarities between people.</p> <p>11. That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p style="text-align: center;">PSHE Core Theme 3 – Living in the Wider World</p> <p>1. How to contribute to the life of the classroom.</p> <p>2. To help construct, and agree to follow, group and class rules and to understand how these rules help them.</p>		



The Harlington and Sundon Academy Trust
 Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>3. That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>4. That they belong to various groups and communities such as family and school.</p>	<p>These skills are continually developed throughout the year.</p>	<p>Friendship I can play with other children. I know how to be friendly. I can say sorry when I have been unkind.</p> <p>Working together I can work in a group with other children. I can take turns when I play a game. I can wait for my turn to say something in the classroom. I can share a toy. I can ask for help when I am stuck.</p> <p>Managing feelings – anger I can express my feelings when I am angry. I can make myself feel better when I am angry.</p> <p>Resolving conflict I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don't agree.</p> <p>Understanding my feelings I can tell when I am feeling angry. I can tell when other people are angry.</p>
<p>Spring Term: Snow and Ice Dragons Food and cooking Sticks</p>		<p>Core Theme 1 – Health and Well-Being</p> <p>1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health 2. 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 3. to think about themselves, to learn from their experiences.</p> <p>Core Theme 2 – Relationships</p>		<p>Knowing myself I know that we are all good at different things. I can tell you what I like doing and learning. I can try new things in my learning. I can tell you what I want to achieve and how I am going to do so.</p> <p>Planning to Reach a Goal</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



<p>Dinosaurs</p> <p>Spring</p>	<p>5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>7. to offer constructive support and feedback to others</p> <p>8. to identify and respect the differences and similarities between people</p>			<p>I can say what I am going to do next.</p> <p><u>Persistence</u> I can focus my attention and start a task.</p> <p>I can sustain my attention.</p> <p>I can work hard to achieve my goal.</p> <p>I know that working hard is important to reaching my goal.</p> <p><u>Evaluation and Review</u> I can tell you what I have done and the things that worked well.</p> <p><u>Knowing myself</u> I can tell you the things I like doing and the things I don't like doing.</p> <p>I can say how I feel when I am feeling proud.</p> <p><u>Understanding my feelings</u> I can tell when I am feeling excited.</p> <p>I can tell or show how I feel when I am excited.</p> <p>I can say and show you when I am feeling good and happy.</p> <p>I can tell or show what feeling proud looks like.</p> <p><u>Managing my feelings</u> I can stay still and quiet for a short time.</p> <p>I can relax with help.</p> <p><u>Standing up for myself</u> I can say what I need.</p> <p>I can stand up for my own needs and rights without hurting others.</p>
	<p style="text-align: center;"><u>Core Theme 3 – Living in the Wider World</u></p> <p>1. how to contribute to the life of the classroom</p> <p>3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>4. that they belong to various groups and communities such as family and school</p>			
<p><u>Summer Term:</u></p> <p>Fairy tales</p> <p>Plants</p>	<p style="text-align: center;"><u>Core Theme 1 – Health and Well-Being</u></p> <p>7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p>	<p>Children will consider the ways they have changed since starting at the nursery setting or Reception class, and in particular how their social, emotional and behavioural skills have developed. Activities offer the opportunity for children to make the link</p>		<p><u>Understanding my feelings</u> I can tell when I am feeling sad or angry.</p> <p>I can show someone when I am feeling sad, angry or happy.</p>



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



	<p>People who help us</p> <p>Lifecycles</p> <p>Transport</p> <p>Transition</p>	<p>8. about the process of growing from young to old and how people's needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))</p> <p>13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p style="text-align: center;"><u>Core Theme 2 – Relationships</u></p> <p>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>2. to recognise how their behaviour affects other people</p> <p>5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>12. recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p style="text-align: center;"><u>Core Theme 3 – Living in the Wider World</u></p> <p>3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>4. that they belong to various groups and communities such as family and school</p>	<p>between feelings and behaviour and to predict how unexpected changes might make them feel, as well as</p> <p>Developing some basic strategies for self-management.</p> <p>They will have learned that some things stay the same in the face of change, and that uncomfortable feelings don't last forever. They will have opportunities to develop empathy and support others. They will have had an opportunity to make change happen in the classroom or outdoor learning environment.</p>	<p>I can tell you how it feels when things are unfair.</p> <p>I can tell you how I feel if I am missing someone or have lost someone or something I care about.</p> <p><u>Managing my feelings</u></p> <p>I can talk about how I can feel better when I am feeling sad or am missing someone.</p> <p><u>Understanding the feelings of others</u></p> <p>I can tell if someone is happy, sad or angry.</p> <p><u>Making choices</u></p> <p>I can tell you what is fair and unfair.</p> <p>I can tell you when I think things are fair or unfair.</p> <p>I know some ways I can make things fair</p> <p><u>Knowing myself</u></p> <p>I can tell you what I can do now that I couldn't do when I started school/nursery.</p> <p>I can tell you how I have changed.</p> <p><u>Understanding my feelings</u></p> <p>I can remember feelings I have had, and why I felt like that.</p> <p>I can sometimes tell you how change makes me feel.</p> <p>When I feel bad, I know that it helps to do something different.</p> <p><u>Understanding the feelings of others</u></p> <p>I know that sometimes when people are not very nice to me it is because they don't feel very good inside.</p> <p>I know how to help someone when they are feeling sad.</p>
--	--	--	---	---



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



Year Group	Topics	National Curriculum Objectives	Skills	Impact by the end of the year
Y1	<p>Autumn Term:</p> <p>TEAM</p>	<p>Know and understand:</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths H23. to identify what they are good at, what they like and dislike R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively</p>	<ul style="list-style-type: none"> - talk about the teams I belong to. - I can be a good listener. - explain how to be kind and why it is important. - talk about unkind behaviour like teasing and bullying. - explain how to be a positive learner. - Identify good and not-so-good choices. 	<p>All children should be able to: show the teams they belong to</p> <ul style="list-style-type: none"> • follow instructions and apply good listening; • use key vocabulary and the Acts of Kindness • work in a group to discuss what they could do if they saw others being teased or bullied • work as a group to sort thoughts given into helpful and not-so-helpful categories; • sort behaviours into good and not-so-good choices.
	<p>DIVERSE BRITAIN</p>	<p>Know and understand:</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations L4. about the different groups they belong to R21. about what is kind and unkind behaviour, and how this can affect others L4. about the different groups they belong to L5. about the different roles and responsibilities people</p>	<ul style="list-style-type: none"> - describe ways that I can help my school community - describe ways that I can be a good neighbour - identify things that help and harm my neighbourhood. - describe what it is like to live in the British Isles. - explore how people living in the British Isles can be 	<p>All children should be able to:</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



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>have in their community L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other people R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people</p>	<p>different and how they are the same. - talk about being British and living in the British Isles.</p>	<p>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>
	<p>Spring Term: IT'S MY BODY</p>	<p>Know and understand: R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H10. about the people who help us to stay physically healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H2. about foods that support good health and the risks of eating too much sugar H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy H5. simple hygiene routines that can stop germs from spreading</p>	<p>- I can choose what happens to my body. - make healthy choices about sleep and exercise. - make healthy choices about food and drink. - know how to keep my body clean. - know what is safe to eat or drink. - choose to keep my mind and body healthy and safe.</p>	<p>All children should be able to:</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.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel H1. about what keeping healthy means; different ways to keep healthy H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>		
	<p>BE YOURSELF</p>	<p><u>Know and understand:</u></p> <p>H21. Recognize what makes them feel special H22. Recognize the ways in which we are all unique H12. Recognize and name different feelings H13. How feelings can affect people’s bodies and the way they behave H19. Recognize when they need help with feelings H15. Recognize that not everyone feels the same at the same time H23. Identify what they are good at, what they like and dislike H14. Recognize what other might be feeling H16. Know how to share and describe feelings R25. Talk about and share opinions on things that matter to them H20. Know about change and loss, including death</p>	<ul style="list-style-type: none"> - I can talk about what makes me special - I can name some of the different feelings I have and describe how they feel - I can talk about things I like that make me feel happy - I can talk about things that make me feel unhappy or cross - I can discuss how change and loss make me feel - I can share what I think and feel with confidence 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • Identify their own traits and qualities • Identify and name common feelings • Select times and situations that can make them feel happy • Talk about what makes them feel unhappy or cross • Explain how change or loss makes them feel • Understand the importance of sharing their thoughts or feelings
	<p>Summer Term:</p> <p>MONEY MATTERS</p>	<p><u>Know and understand:</u></p> <p>L10. what money is; forms that money comes in; that money comes from different sources L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L13. that money needs to be looked after; different ways of doing this.</p>	<ul style="list-style-type: none"> - I can explain the different forms money comes in. - I can explain where money comes from. - I can explain how to keep money safe and why this is important. 	<p>All children should be able to:</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.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L11. that people make different choices about how to save and spend money</p>	<ul style="list-style-type: none"> - I can explain choices I have about spending money and why it is important to keep track of what I spend. - I can explain the difference between things we want and things we need. - I can explain what happens when we go shopping. 	<ul style="list-style-type: none"> • identify things they need. • talk about ways we can keep track of what we spend. • discuss ways they can keep money safe. • discuss some methods of payment.
	<p>AIMING HIGH</p>	<p>Know and understand:</p> <p>H21. to recognise what makes them special H24. how to manage when finding things difficult L14. that everyone has different strengths H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H21. to recognise what makes them special H24. how to manage when finding things difficult L14. that everyone has different strengths L17. about some of the strengths and interests someone might need to do different jobs R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs H21. to recognise what makes them special H24. how to manage when finding things difficult L15. that jobs help people to earn money to pay for things L17. about some of the strengths and interests someone might need to do different jobs H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special</p>	<ul style="list-style-type: none"> - I can think of star qualities I already have and those I would like to develop. - I can explain how a positive learning attitude can help me. - I can talk about jobs that people can do and tell my friends what I want to be when I grow up. - I can understand that it is a person's interests and skills that make them suited to doing a job. - I can think about things I would like to achieve in the future. - I can think about changes which might happen to me and consider how I feel about them. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



Year Group	Topics	National Curriculum Objectives	Skills	Impact by the end of the year
Y2	<p>Autumn Term</p> <p>RESPECTING OUR RIGHTS</p>	<p>Know and understand:</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people H29. to recognise risk in simple everyday situations and what action to take to minimise harm R25. how to talk about and share their opinions on things that matter to them L2. how people and other living things have different needs; about the responsibilities of caring for them R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R21. about what is kind and unkind behaviour, and how this can affect others L2. how people and other living things have different needs; about the responsibilities of caring for them L2. how people and other living things have different needs; about the responsibilities of caring for them L6. to recognise the ways they are the same as, and different to, other people R25. how to talk about and share their opinions on things that matter to them L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L4. about the different groups they belong to R24. how to listen to other people and play and work cooperatively</p>	<ul style="list-style-type: none"> - I can talk about what rights are and identify rights that all people share. - I can explain who helps protect our rights. - I can show respect for the rights of others and understand why this is important. - I can show respect for the differences between people. - I can understand why it is important to be fair. - I can explain why making a positive difference is important. 	<p>All children should be able to:</p> <p>know that all people have rights; <ul style="list-style-type: none"> • 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>



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



	<p style="text-align: center;">THINK POSITIVE</p>	<p>To know and understand:</p> <p>H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H1. about what keeping healthy means; different ways to keep healthy H21. about what is kind and unkind behaviour, and how this can affect others H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don’t feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R7. about how to recognise when they or someone else feel lonely and what to do R25. how to talk about and share their opinions on things that matter to them</p>	<ul style="list-style-type: none"> - I can understand how happy thoughts can make me feel good. - I can make good choices and consider the impact of my decisions. I can set myself goals and consider how to achieve them. - I can discuss my feelings and opinions with others and cope with difficult emotions. - I can discuss things I am thankful for and focus on what I do have, rather than what I don’t have. - I can focus on what is happening now and how I am feeling. 	<p>All children should be able to:</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 style="text-align: center;">Spring Term:</p> <p style="text-align: center;">ONE WORLD</p>	<p>To know and understand:</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life</p>	<ul style="list-style-type: none"> - I can explore family life in different countries and say how it is the same as mine and how it is different. - I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. - I can explore places where people live which are different from where I live. - I can think about how people use things from the earth and what problems this can cause. - I can say why it is important to care for the earth and identify how I can help protect it. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would protect it.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



			-	feel if these things disappeared.
	SAFETY FIRST	To know and understand: H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H33. about the people whose job it is to help keep us safe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H28. about rules and age restrictions that keep us safe H35. about what to do if there is an accident and someone is hurt R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)	- I know how to stay safe and who can help me I feel unsafe. - I know how to stay safe at home. - I know how to stay safe when I am out and about. - I can keep myself safe in different situations with people I don't know. - I know what I can share and what I should keep private to keep myself and others safe. - I know who to go to if I need help.	All children should be able to: <ul style="list-style-type: none"> • identify some everyday dangers. • understand some basic rules that help keep people safe. • know what to do if they feel in danger. • identify some dangers in the home. • identify some dangers outside. • identify which information they should never share on the Internet. • know that their private body parts are private. • recall the number to call in an emergency. • list some people who can help them stay safe.
	Summer VIPs	To know and understand: H33. about the people whose job it is to help keep us safe R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings R6. about how people make friends and what makes a good friendship R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	- I can talk about the very important people in my life and explain why they are special. - I can describe why families are important. - I can describe what makes someone a good friend. - I can describe ways to help resolve arguments and disagreements without being unkind. - I can cooperate with others to achieve a task. - I can describe how I can show my special people that I care	All children should be able to: <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 that they care.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	about them and I understand why this is important.	
	GROWING UP	To know and understand: R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H25. to name the main parts of the body including external genitalia H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried H27. about preparing to move to a new class/year group	<ul style="list-style-type: none"> - I can name the main parts of boys' and girls' bodies. - I understand how to respect my own and other people's bodies. - I understand that we are all different and different people like different things. - I can talk about my family and others' families' - I can describe how I will change as I get older. - I can describe things that might change in a person's life and how it might make them feel. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • talk about their own likes and dislikes. • understand that different people like different things. • understand that girls and boys can like different things, or the same things. • describe how they have changed since they were a baby. • understand that peoples' needs change as they grow older. • talk about things they would like to do when they are older. • discuss some changes that people might go through in life. • talk about their family and ask others questions about their family.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



<u>Year Group</u>	<u>Topics</u>	<u>National Curriculum Objectives</u>	<u>Skills</u>	<u>Impact by the end of the year</u>
<p><u>KS2</u></p> <p><u>Y3</u></p>	<p><u>Autumn Term</u></p> <p>BRITAIN</p>	<p>To know and understand:</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p>	<ul style="list-style-type: none"> - I can describe what it is like to live in the British Isles. - I can talk about what democracy is and understand why it is important. - I can talk about what rules and laws are and identify how they help us. - I can talk about what liberty means and I can identify the rights of British people. - I can describe a diverse society and talk about why it is important. - I can explain what being British means to me and to others. 	<p>All children should be able to:</p> <p>describe what it is like to live in Britain;</p> <ul style="list-style-type: none"> • 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.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>		
	<p style="text-align: center;">BE YOURSELF</p>	<p><u>To know and understand:</u></p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>	<ul style="list-style-type: none"> - I can say the things about myself that I am proud of. - I can identify the feelings I have and describe how different emotions feel. - I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. - I know how to be assertive. - I can explore messages given by the media and decide if they are helpful or harmful. - I can identify different strategies I can use if I make a mistake. 	<p>All children should be able to:</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;



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		<ul style="list-style-type: none"> • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow.
	<p style="text-align: center;"><u>SPRING TERM</u></p> <p style="text-align: center;">MONEY MATTERS</p>	<p>To know and understand:</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p>	<ul style="list-style-type: none"> - I can explain what skills are needed for a range of jobs and why people go to work. - I can explain the different ways people pay for things. - I can discuss financial risk and borrowing and explain some consequences of this. - I understand the different decisions people have to make about how to spend their money. - I can explain how adverts try to influence our spending and why they do this. - I can explain ways I can keep track of what I spend and why it is important to do this. 	<p>All children should be able to:</p> <p>discuss where money comes from;</p> <ul style="list-style-type: none"> • talk about reasons people go to work; • discuss payment resources we can use to spend money; • consider why and how people might borrow money; • discuss the choices we have about how to spend our money; • explain ways we can keep track of what we spend.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



	<p style="text-align: center;">AIMING HIGH</p>	<p>To know and understand:</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<ul style="list-style-type: none"> - I can identify achievements and suggest how my actions can help me to achieve. - I can identify personal goals and suggest actions that I can take to achieve them. - I can explain how a positive learning attitude can help me to learn new things - I can identify the skills and attributes needed to do certain jobs. - I understand that we should all have equal opportunities to follow our career ambitions. - I can discuss what job I might like to do when I grow up and what skills I will need to achieve this 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.
	<p style="text-align: center;">SUMMER TERM</p> <p style="text-align: center;">TEAM</p>	<p>To know and understand:</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>	<ul style="list-style-type: none"> - I can talk about changes and how they might make me feel. - I can explain how and why we should work well as a team. - I can describe how my actions and behaviour affect my team - I can pay attention to and respond considerately to others - I can describe why disputes might happen and strategies to resolve them - I can talk about changes and how they might make me feel. 	<p>All children should be able to:</p> <p>use pictures to express their thoughts, feelings and worries.</p> <ul style="list-style-type: none"> • plan and create a role play about a team scenario. • with support, read clues and work as a team to solve a crime. • with support, identify a feeling and how it is being expressed. • show the resolution to a dispute through pictures and with the key words given.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p>		<ul style="list-style-type: none"> • use a word mat to create a list of good deeds they can contribute.
	<p>MY BODY</p>	<p>To know and understand:</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H1. how to make informed decisions about health</p>	<ul style="list-style-type: none"> - I can choose what happens to my body and I can get help with any concerns. - I know how to keep my body healthy. - I know why it is important to get enough sleep. - I understand the importance of hygiene and what to do if I feel unwell. - I know how to take medicine safely and keep safe around drugs. - I know how to make better choices and choose healthy habits. 	<p>All children should be able to:</p> <ul style="list-style-type: none"> • understand the importance of sleep, exercise and healthy eating. • discuss what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>		
--	--	--	--	--

<u>Year Group</u>	<u>Topics</u>	<u>National Curriculum Objectives</u>	<u>Skills</u>	<u>Impact by the end of the year</u>
<u>KS2</u> <u>Y 4</u>	<u>Autumn Term</u> THINK POSITIVE	<p>To know and understand:</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H22. to recognise that anyone can experience mental ill health; that</p>	<ul style="list-style-type: none"> - I understand that having a positive attitude is good for our mental health. - I can recognise and manage positive and negative thoughts effectively - I understand that some changes can be difficult but that there are things we can do to cope. - I can use mindfulness techniques to keep calm. - I can identify uncomfortable emotions and manage them effectively. 	<p>All children should be able to:</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.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<ul style="list-style-type: none"> - I can apply a positive attitude towards learning and take on new challenges. - 	<ul style="list-style-type: none"> • identify uncomfortable emotions and what can cause them. • discuss the characteristics of a good learner
	<p><u>SAFETY</u> <u>FIRST</u></p>	<p>To know and understand:</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. How to predict, assess and manage risk in different situations</p> <p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<ul style="list-style-type: none"> - I can be responsible for making good choices to stay safe and healthy. - I can identify a risky situation and act responsibly. - I understand that I can choose not to do something that makes me feel uncomfortable. - I know how to stay safe when out and about. - I know about dangerous substances and how they affect the human body. - I know how to respond in emergency situations. 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Identify and discuss some school rules for staying safe and healthy. • list some of the dangers we face when we are using water or railways. • describe drugs, cigarettes and alcohol in basic terms. • identify some common injuries and know they can be treated with first aid.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>		<ul style="list-style-type: none"> • recognise hazards and dangers in an emergency situation. • state 999 as the number to call to seek help in an emergency.
	<p><u>Spring Term</u></p> <p>RESPECTING RIGHTS</p>	<p>To know and understand:</p> <p>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.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and</p>	<ul style="list-style-type: none"> - I understand what rights are and that all people share the same rights. - I understand what the Universal Declaration of Human Rights 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • know what human rights are; • understand that all people share the same rights;



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>family and community practice.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To know 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.</p> <p>To know what democracy is, and about the basic institutions that support it locally and nationally.</p>	<ul style="list-style-type: none"> - and the Declaration of the Rights of the Child are and why they are important. - I can explain what democracy is and how this relates to rules and human rights. - I understand that human rights are not dependent on responsibilities. - I can explain what it means to respect the rights of others and I understand why this is important. - I understand how stereotypes can stop people's human rights being met. 	<ul style="list-style-type: none"> • know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; • know why we have rules and how they help us; • understand that no one should take away our human rights; • explain what respect means and understand how they can respect the rights of others; • describe what a stereotype is and understand how stereotypes can be harmful.
<p>ONE WORLD</p>		<p>Children know and understand:</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L3. about the relationship between rights</p>	<ul style="list-style-type: none"> - I can explore differences of opinion and identify if I feel these are fair. - I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. - I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. - I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. - I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this. 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • describe similarities and differences between people's lives. • identify opinions that are different from their own. • express their own opinions. • recognise that their actions impact on people in different countries. • know what climate change is. • know there are organisations working to help people in



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L7. to value the different contributions that people and groups make to the community</p>		<p>challenging situations in other communities.</p>
	<p><u>SUMMER TERM</u></p> <p>VIPs</p>	<p>To know and understand:</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people;</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p>	<ul style="list-style-type: none"> - I can explain the importance of respecting my VIPs. - I can explain how to make and keep fabulous friends. - I can identify my own support network. - I can demonstrate strategies for resolving conflicts. - I can identify what bullying is. - I know what to do if someone is being bullied. 	<p>Children should be able to:</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 role play about positive resolution techniques; • create a poster with ideas to help someone who is experiencing difficulties.



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>		
	<p style="text-align: center;">GROWING UP</p>	<p>To know and understand:</p> <p>H33. how babies need to be cared for</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>	<ul style="list-style-type: none"> - I can describe how boys' bodies will change as they go through puberty. - I can describe how girls' bodies will change as they go through puberty. - I can describe the feelings that some people experience as they grow up. - I understand that there are many different types of relationships and families. - I can describe how babies need to be cared for. 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up;



The Harlington and Sundon Academy Trust
Harlington Lower School - PSHE Curriculum Overview and Skills Progression



		<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time, together; being there for each other in times of difficulty</p>		<ul style="list-style-type: none">• talk about their own family and the relationships within it;• understand that there are many different types of family;• identify similarities and differences in different loving relationships;• explain in simple terms how to look after a baby.• identify someone they could talk to about their changing body should they need to.
--	--	---	--	--



The Harlington and Sundon Academy Trust

Harlington Lower School - PSHE Curriculum Overview and Skills Progression



Skills Progression	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Relationships (Pupils should be taught)</p> <ul style="list-style-type: none"> · how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts · how to recognise and manage emotions within a range of relationships · how to recognise risky or negative relationships including all forms of bullying and abuse · how to respond to risky or negative relationships and ask for help · how to respect equality and diversity in relationships. 		<ul style="list-style-type: none"> ·Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. 	<ul style="list-style-type: none"> ·Children can demonstrate that they can manage some feelings in a positive and effective way. ·They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals. 	<ul style="list-style-type: none"> ·Children can demonstrate that they recognise their own worth and that of others. ·They can express their views confidently and listen to and show respect for the views of others. 	<ul style="list-style-type: none"> ·They can express their views confidently and listen to and show respect for the views of others. ·They know what a friend is and does and how to cope with some friendship problems 	<ul style="list-style-type: none"> ·They can identify ways to face new challenges. ·They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. 	<ul style="list-style-type: none"> ·They can identify positive ways to face new challenges (for example the transition to secondary school). ·They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. ·They can talk about a range of jobs, and explain how they will develop skills to work in the future. ·They can demonstrate how to look after and save money.
<p>Health and Wellbeing (Pupils should be taught)</p> <ul style="list-style-type: none"> ·what is meant by a healthy lifestyle ·how to maintain physical, mental and emotional ·health and wellbeing ·how to manage risks to physical and emotional health and wellbeing ·ways of keeping physically and emotionally safe ·managing change, including puberty, transition and loss ·how to make informed choices about health and wellbeing and to recognise sources of help with this 		<ul style="list-style-type: none"> ·Children can explain ways of keeping clean and they can name the main parts of the body. ·They can explain that people grow from young to old. 	<ul style="list-style-type: none"> ·Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. ·Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. 	<ul style="list-style-type: none"> ·Children can make choices about how to develop healthy lifestyles. 	<ul style="list-style-type: none"> ·They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. ·They understand when they should keep secrets and promises, and when they should tell somebody about them. 	<ul style="list-style-type: none"> ·They can identify some factors that affect emotional health and well-being. ·They can identify and explain how to manage the risks in different familiar situations. 	<ul style="list-style-type: none"> ·They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. ·They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.



The Harlington and Sundon Academy Trust

Harlington Lower School - PSHE Curriculum Overview and Skills Progression



<ul style="list-style-type: none"> ·how to respond in an emergency ·to identify different influences on health and wellbeing 							
<p>Living in the Wider World. Pupils should be taught:</p> <ul style="list-style-type: none"> ·about respect for self and others and the importance of responsible behaviours and actions ·about rights and responsibilities as members of families, other groups and ultimately as citizens ·about different groups and communities ·to respect equality and to be a productive member of a diverse community ·about the importance of respecting and protecting the environment ·about where money comes from, keeping it safe and the importance of managing it effectively ·how money plays an important part in people's lives ·a basic understanding of enterprise. 		<ul style="list-style-type: none"> ·Children can explain different ways that family and friends should care for one another. 	<ul style="list-style-type: none"> ·Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. ·They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). ·They can identify and respect differences and similarities between people. 	<ul style="list-style-type: none"> ·Children can explain how their actions have consequences for themselves and others. ·They can describe the nature and consequences of bullying, and can express ways of responding to it. ·They can show how they care for the environment (e.g. animals and school grounds) 	<ul style="list-style-type: none"> ·They can describe the nature and consequences of bullying, and can express ways of responding to it. ·They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). 	<ul style="list-style-type: none"> ·Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. 	<ul style="list-style-type: none"> ·They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.