



SMSC and PSHE Progression Document

SMSC F1 and F2

Strands	F1	F2
Spiritual	<p>I can show interest in other people's lives.</p> <p>I can show interest in other people's occupations and their way of life.</p> <p>I know some of the things that make me unique.</p> <p>I can make movements to show what I am interested in.</p>	<p>I enjoy taking part in family customs e.g. birthdays.</p> <p>I show an interest in other people's lives.</p> <p>I can talk about what makes me unique.</p> <p>I can talk about similarities and differences between me and other people.</p> <p>I can describe myself in positive terms.</p>
Vocabulary	Different, interested, curious, people, lives.	Unique, family, customs, interest, people, similarities and differences, positive/
Subject knowledge (questions to use)	<p>To be able to show an interest and to understand being different.</p> <p>Who am I?</p> <p>What makes me special?</p>	<p>To show an interest in other people's lives.</p> <p>To talk about what makes them unique and why.</p> <p>To be able to describe themselves - pictures, writing, talking.</p> <p>Who am I?</p> <p>What makes me special?</p> <p>What are my opinions?</p>
Moral	<p>I welcome and value praise when I have done the right thing.</p> <p>I can respond to simple instructions.</p> <p>I enjoy having responsibility for small tasks.</p> <p>I know there are school rules.</p>	<p>I can respond and follow simple instructions.</p> <p>I know the school rules.</p> <p>I understand why we have school rules.</p> <p>I understand why I must follow school rules.</p>

Vocabulary	Praise, simple instructions, enjoyment, responsibilities, small tasks, school rules, friends, the right thing.	Praise, simple instructions, enjoyment, responsibilities, small tasks, school rules, friends, the right thing, challenges.
Subject knowledge (questions to use)	To be able to value praise and understand when they are being praised. Encouraged to answer simple questions. Ask children if something is right or wrong.	Encourage children to respond to questions and instructions. Tasks to ensure children know the school rules - circle time etc. What happens if they break a school rule? Circle times and positive modelling of how to treat others.
Social	I can play in a group. I can initiate play. I can usually adapt my behaviour in certain situations.	I can initiate conversations and play. I can explain my own knowledge and understanding. I can ask appropriate questions. I am beginning to be able to solve problems without aggression.
	Play, together, friends, groups, behaviour.	Play, together, friends, groups, behaviour, initiate play, talk, understanding, questions.
Subject knowledge (questions to use)	Model playing together so the children know how to. How does behaviour change in certain situations?	Create an environment where children have the opportunity to initiate play. Model how to do this. It is ok for children to have their own opinions - discuss these. Teach appropriate questions. How do we solve problems?
Cultural	I can comment and ask questions about the world around me. I can talk about things I have observed.	I can look closely at similarities and differences of the world around me. I am interested in finding out about different cultures. I can show respect for other cultures.
Vocabulary	Ask questions, the world, talk, friends, people.	Ask questions, the world, talk, friends, people, cultures, respect.
Subject knowledge (questions to use)	Model asking questions. Encourage children to talk about things they have seen.	To ensure children are showing an interest in the world around them - create an environment for them to do this. What other cultures have they been exposed to? What is respect? How do I show it?

SMSC Y1 to Y6

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Throughout the whole school pupils show their spiritual development by their:</p>	<ul style="list-style-type: none"> Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life Knowledge of, and respect for, different people's faiths, feelings and values Sense of enjoyment and fascination in learning about themselves, others and the world around them Use of imagination and creativity in their learning Willingness to reflect on their experiences 					
Spiritual	<p>I am beginning to understand what a belief is. I can talk about my own beliefs. I have a sense of self. I can name some religions and begin to explore different people's faith. I can talk about my own strengths and weaknesses. I can talk about how we are all different.</p>	<p>I can talk about my own beliefs. I can be reflective about my own beliefs. I can talk about other people's beliefs and how they might be different to mine. I can discuss other people's faiths. I can talk about my own experiences and can reflect on these.</p>	<p>I can confidently share my own beliefs and compare them to other people's. I can talk about other people's faiths and discuss the similarities and differences between these. I enjoy learning about myself and my family. I am able to use my imagination in my learning. I can talk about experiences in my life and can reflect on these.</p>	<p>I am able to discuss my own beliefs with other people and compare them. I have a wide knowledge of religions and am able to talk about people's faiths and beliefs. I can talk about the similarities and differences between religions. I have respect for other people's beliefs and faith. I am intrigued to learn more about myself and other people. I have opportunities to use my imagination and creativity in my learning.</p>	<p>I have a good perspective on life and can to discuss this with other people. I can be reflective about my own beliefs as well as others. I am able to show my knowledge of other religions and have respect for them. I understand that we all have different feelings and values and can discuss these. I am fascinated to learn more about myself, my family and my friends. I show an interest in learning about people around the world.</p>	<p>I have a good perspective on life and am able to discuss this with other people. I can reflect on my own beliefs and other people's respectfully. I have good knowledge about most religions and can compare them. I can show respect for different religions when I am talking about them. I can show understanding for different people's feeling and values. I am fascinated to learn more about myself, people around me and the world around us.</p>

				I can reflect on experiences in my life.	I have opportunities to use my imagination and creativity in my learning. I can reflect on and learn from the experiences in my life and others.	I have lots of opportunities to use my imagination and creativity in my learning. I can reflect on and learn from the experiences in my life and others.
Vocabulary	Belief, sense of self, religions, explore, faiths, strengths and weaknesses, differences.	Beliefs, reflectiveness, differences, faiths, experiences, religions, explore.	Beliefs, faiths, similarities and differences, myself and family, imagination, experiences, reflectiveness, faiths, religions.	Beliefs, religions, faiths, similarities and differences, intrigued, imagination, opportunities, creativity, reflectiveness.	Perspective, beliefs, reflectiveness, respect, religions, values, interest, the world, opportunities, imagination, creativity, experiences.	Perspective, beliefs, reflectiveness, respect, religions, values, interest, the world, opportunities, imagination, creativity, experiences.
Subject knowledge	Who am I? What makes me unique? To know what a belief is. Create an environment children feel safe to talk in about their feelings and beliefs.	What makes me unique? Children should have an environment they feel safe in to discuss their beliefs and other peoples. To be able to be reflective.	To have an environment they feel they can talk and be reflective in. Children to feel excited about learning about their own families and others. To be able to be reflective.	Create an environment discussions can take place in. What is special/unique about me? How do I turn a negative into a positive? To be curious about themselves and others. Activities for children to think about life's fundamental questions (see powerpoint).	Create an environment discussions can take place in. What is special/unique about me? How do I turn a negative into a positive? To be curious about themselves and others. Activities for children to think about life's fundamental questions (see powerpoint). Where do my ideas and thoughts come from? What should I do with them? Ability to share thoughts and feelings	Create an environment discussions can take place in. What is special/unique about me? How do I turn a negative into a positive? To be curious about themselves and others. Activities for children to think about life's fundamental questions (see powerpoint). To be able to be reflective on their own experiences. Discussion of lifes fundamental questions. Opportunities for children to use their creativity.

<p>Throughout the whole school pupils show their moral development by their:</p>	<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 					
<p>Moral</p>	<p>I am beginning to recognise the difference between right and wrong. I respect our schools behaviour policy. I follow the school rules and understand the consequences if I don't. I recognise boundaries in my life. I have my own ideas about when something is right and wrong.</p>	<p>I know the difference between right and wrong in most situations I am in. I respect our school behaviour policy and am able to follow it. I understand the consequences of my own behaviour in accordance with the behaviour policy. I have my own ideas about right and wrong and can express these. I can listen to other people's ideas.</p>	<p>I know the difference between right and wrong in most situations and apply this to my own life. I am beginning to learn about different laws of England. I understand the consequences of my behaviour and others in and out of school. I am interested in finding out about moral and ethical issues. I know what I think is right and wrong. I can listen to other people's viewpoints.</p>	<p>I know the difference between right and wrong in most situations and apply this to my own life. I am learning about different laws of England and can discuss these. I understand the consequences of my behaviour and actions in all aspects of life. I am beginning to investigate moral and ethical issues. I am beginning to share my own views about these issues. I know what I think is right and wrong and can explain why. I can appreciate the viewpoints of others on these issues.</p>	<p>I am confident I know the difference between right and wrong in situations and can explain why. I can discuss my knowledge of different laws of England and can discuss these. I understand the consequences of my behaviour and actions in all aspects of life. I am interested in moral and ethical issues and can form my own views on these. I can share my views with other people and listen to their views. I know what I think is right and wrong and can explain why.</p>	<p>I am confident I know the difference between right and wrong in situations and can explain and justify my views. I have knowledge about legal boundaries and have respect the laws of England. I understand that the age of criminal responsibility in England and Wales in the age of 10. I understand the consequences and take responsibility for my behaviour and actions. I can explain ways to manage the changes that are happening in my life (transition to secondary). I understand how my behaviour and actions can affect my life in secondary school. I understand secondary school will have different rules.</p>

						<p>I am interested in moral and ethical issues in the world and form my own viewpoints.</p> <p>I share my views in the classroom, listen to, and take on board other people's views.</p> <p>I know what I believe is right and wrong and will explain why.</p>
Vocabulary	Right and wrong, respect, behaviour policy, school rules, consequences, boundaries.	Right and wrong, respect, behaviour policy, school rules, consequences, boundaries, express views, listen, ideas.	Right and wrong, behaviour, school rules, consequences, rule of law, moral and ethical issues, other people's views.	Right and wrong, behaviour, school rules, consequences, rule of law, moral and ethical issues, other people's views, explaining, issues, appreciation.	Right and wrong, explanations, discussions, laws in England, consequences and behaviour, moral and ethical issues, views.	Right and wrong, explanations, discussions, laws in England, consequences and behaviour, moral and ethical issues, share views, listen, different rules.
Subject knowledge	<p>Discussions about right and wrong.</p> <p>How do we show respect?</p> <p>Ability to follow school rules.</p> <p>Create a safe environment in the classroom for children to be honest.</p>	<p>Knowing the difference between right and wrong.</p> <p>Consequences of breaking school rules.</p> <p>How to be respectful.</p> <p>Listening to other children talk about their experiences.</p> <p>Using positive talk about yourself (model this)</p>	<p>Knowing the difference between right and wrong.</p> <p>Consequences of breaking school rules.</p> <p>How to be respectful.</p> <p>Listening to other children talk about their experiences.</p> <p>Using positive talk about yourself (model this)</p> <p>Discussions about forgiveness and how we can forgive our friends.</p>	<p>Having discussions as a class about right and wrong on all different subjects. Talk about what the consequences would be.</p> <p>Ways to be respectful.</p> <p>What moral and ethical issues can we think of?</p> <p>Start discussions about moral and ethical issues.</p> <p>Have an environment where children can discuss their own views on issues. Does anyone</p>	<p>Have an environment where discussions are child led. Model how to continue a discussion.</p> <p>Ensure conversations are always had about right and wrong in different situations.</p> <p>What are their views?</p> <p>Can other children challenge someone's view?</p> <p>To be able to show an interest in moral issues - create scenarios for children to discuss and get involved in.</p>	<p>Have an environment where discussions are child led. Model how to continue a discussion.</p> <p>Ensure conversations are always had about right and wrong in different situations.</p> <p>What are their views?</p> <p>Can other children challenge someone's view?</p> <p>To be able to show an interest in moral issues - create scenarios for children to discuss and get involved in.</p>

				want to challenge that view?		Children to be able to compromise.
Throughout the whole school pupils show their social development by their:	<ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 					
Social	<p>I am beginning to interact and work with others.</p> <p>I am beginning to understand how to share and make fair choices.</p> <p>I can play with other children.</p> <p>I know that everyone is different.</p> <p>I can participate in activities with others.</p> <p>I am beginning to be able to resolve some conflicts without adult help.</p> <p>I take part in the British values activities e.g circle times, assemblies, group activities, trips.</p> <p>I can begin to make my own choices.</p> <p>I can understand why we have rules in school.</p>	<p>I can interact and work with others.</p> <p>I can work and socialise with others including those from religious, ethnic and socio-economic backgrounds.</p> <p>I am willing to participate in a variety of settings e.g. trips, visitors to school.</p> <p>I am beginning to cooperate with most people.</p> <p>I am resolving some conflicts with limited adult help.</p> <p>I understand the British values and take part in the activities e.g. circle times, assemblies, group activities, trips.</p> <p>I am making some of my own choices.</p> <p>I understand why we have rules in school and</p>	<p>I can effectively socialise and work with others including those from religious, ethnic and socio-economic backgrounds.</p> <p>I am willing to actively participate in a variety of settings e.g. trips and visitors.</p> <p>I am cooperating with others most of the time independently.</p> <p>I am resolving some conflicts without any adult help.</p> <p>I understand, accept and engage with the British Values. I take part in the activities e.g. discussions, assemblies, group activities and trips.</p> <p>I can make decisions for myself with support from an adult.</p>	<p>I can effectively socialise and work with others including those from religious, ethnic and socio-economic backgrounds.</p> <p>I am willing to engage and participate with a variety of communities and social settings.</p> <p>I can cooperate with other people most of the time without adult help.</p> <p>I can resolve most conflicts without adult help.</p> <p>I understand, accept and engage with the British Values.</p> <p>I am willing to take part in the activities e.g. discussions, assemblies, group activities and trips.</p>	<p>I can effectively work and socialise positively with others including adults and children from different religious, ethnic and socio-economic backgrounds.</p> <p>I can engage and participate with a variety of communities and social settings.</p> <p>I can cooperate with adults and children effectively most of the time.</p> <p>I can resolve conflicts only needing adult help in serious situations, fairly and respectfully.</p> <p>I understand, accept and engage with the British Values.</p> <p>I can demonstrate a willingness to take part in the activities e.g.</p>	<p>I can effectively work and socialise positively with others including adults and children from different religious, ethnic and socio-economic backgrounds (aware that this will happen at secondary school).</p> <p>I can engage and participate with a variety of communities and social settings e.g. visits to secondary school.</p> <p>I can cooperate with adults and children effectively.</p> <p>I can resolve conflicts with my peers effectively, fairly and respectfully.</p> <p>I can apply my SMSC skills to engage with others to form positive relationships</p>

		know there are rules in life as well.	I know we have rules in and out of school and understand why we have to follow these rules.	I can make decisions for myself with support from an adult. I know we have rules in and out of school and understand why we have to follow these rules.	discussions, assemblies, group activities and trips. I can make decisions and choices for myself. I know we have rules in and out of school and understand why we have these rules and what the consequences would be if we didn't. I understand I am responsible for and can make positive decisions and choices for myself.	I accept, engage and understand the British Values. I demonstrate willingness to participate in discussions, assemblies, group activities and trips. I understand I am responsible for and can make effective decisions and choices for myself. I know we have rules in and out of school and understand why we have these rules and what the consequences would be if we didn't.
vocabulary	Interaction, working with others, understanding, fair choices, everyone is different, participate, resolve issues, British values, Tolerance, Rule of Law, Mutual Respect, democracy, individual liberty, own choices.	Interaction, working with others, understanding, fair choices, everyone is different, participate, resolve issues, British values, Tolerance, Rule of Law, Mutual Respect, democracy, individual liberty, own choices, understanding school rules.	Socialise, different backgrounds, participate, cooperate, make decisions, understanding, fair choices, everyone is different, participate, resolve issues, British values, Tolerance, Rule of Law, Mutual Respect, democracy, individual liberty, own choices.	Different backgrounds, engagement, resolve conflicts, understanding, fair choices, everyone is different, participate, resolve issues, British values, Tolerance, Rule of Law, Mutual Respect, democracy, individual liberty, own choices.	Different backgrounds, engagement, resolve conflicts, understanding, fair choices, everyone is different, participate, resolve issues, British values, Tolerance, Rule of Law, Mutual Respect, democracy, individual liberty, own choices, consequences, decisions, respect, willingness.	Different backgrounds, engagement, resolve conflicts, understanding, fair choices, everyone is different, participate, resolve issues, British values, Tolerance, Rule of Law, Mutual Respect, democracy, individual liberty, own choices, consequences, decisions, respect, willingness, responsibility, rules.
Subject knowledge	Children can work and play together.	Children can work and play together.	Children can effectively work with	Willingness to work together and achieve.	To be able to effectively work and	To be able to effectively work and

	<p>Model ways for children to work together. Set up scenarios that children will need to work as a team. Children understand that everyone is different. Knowledge of British values.</p>	<p>Model ways for children to work together. Set up scenarios that children will need to work as a team. Children understand that everyone is different. Knowledge of British values. To be able to take praise and also criticism. To be able to form own opinions.</p>	<p>each other - activities need to be based around children working together. Allowing them time to develop these skills. Have good knowledge of the British values - ensuring time is given to this. To understand praise and criticism. What are minorities and majorities? Working out what our good values are and what we can give to society.</p>	<p>Having good knowledge of British values and take part in activities based around these. Understanding rules and why we have these in every day life. Can children think of where we have rules other than school? Why? To be able to resolve conflicts - model how to do this.</p>	<p>socialise with other people. Including those from different backgrounds. Create opportunities for children to socialise with children from wider communities. Strong knowledge of British values and activities to support this. Children to understand what is their own responsibility. Where do my views come from? Are they the same as others?</p>	<p>socialise with other people. Including those from different backgrounds. Create opportunities for children to socialise with children from wider communities. Strong knowledge of British values and activities to support this. Children to understand what is their own responsibility. Where do my views come from? Are they the same as others? To be able to form positive relationships. Activities to support this.</p>
	<ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 					
Cultural	I am beginning to understand the wide range of cultural	I am able to understand some range of cultural influences	I am able to understand a range of cultural influences that	I am able to understand a range of cultural influences that	I can understand and appreciate there is a wide range of cultural	I can understand and appreciate there is a wide range of cultural

	<p>influences around me and in school.</p> <p>I am beginning to recognise similarities across cultural, religious, ethnic and socio-economic communities.</p> <p>I am willing to participate in sporting and cultural opportunities.</p> <p>I am interested in learning about other faiths and diversity.</p> <p>I can show respect for different religions.</p> <p>I know who can help me if I do not feel safe, particularly online.</p>	<p>that have shaped my own life.</p> <p>I am able to understand the range of cultures in my school.</p> <p>I can recognise some things that we share in common across cultural, religions, ethnic and socio-economic communities.</p> <p>I am willing to participate and respond to some opportunities that I am interested in.</p> <p>I can show respect for different religions.</p> <p>I can show some interest in exploring and understanding of different faiths and cultural diversity.</p> <p>I know how to keep myself safe when I am using technology.</p>	<p>have shaped my own life.</p> <p>I understand some other cultural influences that have shaped other people's lives.</p> <p>I can recognise that we all have things in common across cultural, religious, ethnic and socio-economic communities.</p> <p>I can begin to understand we live in a democratic country.</p> <p>I am willing to participate and respond to artistic, musical, sporting and cultural opportunities.</p> <p>I can show respect for different faith and cultural diversity.</p> <p>I show interest in different faiths and cultural diversity.</p> <p>I can be a good friend online. I can keep my information safe online.</p>	<p>have shaped my own life.</p> <p>I understand other cultural influences that have shaped people around me.</p> <p>I can recognise that we all have things in common across cultural, religious, ethnic and socio-economic communities.</p> <p>I am beginning to understand more about our democratic parliamentary system.</p> <p>I am willing to participate, respond and enjoy some artistic, musical, sporting and cultural opportunities.</p> <p>I can show respect for different faiths and cultural diversities.</p> <p>I can explore and demonstrate interest in different faiths and cultural diversities.</p> <p>I can recognise a dangerous situation in person and online.</p> <p>I know what to do if I recognised a dangerous situation online.</p>	<p>influences that have shaped my own heritage and that of others.</p> <p>I understand that there are a range of cultures in school and further afield who I will meet in life.</p> <p>I am building on my knowledge about our democratic parliamentary system.</p> <p>I am willing to participate and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>I can explore and demonstrate interest in developing my understanding of different faiths and cultural diversities.</p> <p>I have respect and positive attitudes towards different religions, ethnic and socio-economic groups.</p> <p>I know what a digital footprint is.</p> <p>I know what to do if I see something on the internet that makes me feel uncomfortable.</p>	<p>influences that have shaped my own heritage and that of others.</p> <p>I understand and appreciate the range of different cultures in the school and further afield.</p> <p>I have the ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>I have good knowledge of Britain's democratic parliamentary system and how it shaped our history and values.</p> <p>I can show willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p> <p>I can explore and demonstrate interest in developing my understanding of different faiths and cultural diversities. I have respect and positive attitudes towards different</p>
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						<p>religious, ethnic and socio-economic groups.</p> <p>I can keep myself safe online.</p> <p>I have strategies for coping with peer pressure.</p> <p>I know what images are portrayed in the media and how they make me feel.</p> <p>I know what an inappropriate image is.</p> <p>I can stay safe on social media.</p> <p>I can explain what grooming is.</p>
Vocabulary	<p>Cultural influences, similarities, different communities, participation, faiths and diversity, respect, religions, online safety, who can help me.</p>	<p>Cultural influences, own life, cultures in school, participate, respond, faiths and diversity, respect, religions, understanding, safe online, who can help me, what is safe online.</p>	<p>Cultural influences, own life, cultures in school, participate, respond, faiths and diversity, respect, religions, understanding, safe online, who can help me, what is safe online, respect online, keeping others safe online, things in common, democratic country, interest.</p>	<p>Cultural influences, own life, cultures in school, participate, respond, faiths and diversity, respect, religions, understanding, safe online, who can help me, what is safe online, respect online, keeping others safe online, things in common, democratic country, interest.</p>	<p>Cultural influences, own life, cultures in school, participate, respond, faiths and diversity, respect, religions, understanding, safe online, who can help me, what is safe online, respect online, keeping others safe online, I know what to do if im scared online, things in common, democratic country, interest, positive attitude,</p>	<p>cultural influences, own life, cultures in school, participate, respond, faiths and diversity, respect, religions, understanding, safe online, who can help me, what is safe online, respect online, keeping others safe online, I know what to do if im scared online, grooming, social media, things in common, democratic country, interest, positive attitude,</p>
Subject knowledge	<p>To know the wide range of cultural differences around me.</p>	<p>To understand cultural differences that may</p>	<p>To understand cultural differences that may</p>	<p>To understand what cultural influences have shaped their own life</p>	<p>To understand what cultural influences have shaped their own life</p>	<p>Understanding and appreciating that there is a wide range of</p>

	<p>What is diversity? Awe and wonder in the classroom. Where do I belong? To have an interest in learning about other people's faith and beliefs. Knowledge of online safety and how to be safe. What are the children accessing?</p>	<p>have impacted their lives. What is their culture? Can children share their experiences of different cultures? Understands that we have things in common but also things we don't - talk about them. Showing respect for different religions. Ensure where teaching religions the importance of respect is taught. What shapes us an individual? Knowledge of keeping safe online.</p>	<p>have impacted their lives. To recognise other cultures. What is their culture? Can children share their experiences of different cultures? Understands that we have things in common but also things we don't - talk about them. Showing respect for different religions. Ensure where teaching religions the importance of respect is taught. What shapes us an individual? Knowledge of keeping safe online.</p>	<p>and that of their friends. What other cultures do we know about? Discuss. Sharing experiences they have had of different cultures. What is our democratic parliamentary system? How will it affect us? Recognising when children are in danger online. Do the children know? What can they do to keep safe? Ensure all children understand what they need to do to keep safe online.</p>	<p>and that of their friends. What other cultures do we know about? Discuss. Sharing experiences they have had of different cultures. What is our democratic parliamentary system? How will it affect us? Recognising when children are in danger online. Do the children know? What can they do to keep safe? Ensure all children understand what they need to do to keep safe online. Can the children help their friends if they think they are in danger?</p>	<p>cultural influences - can they discuss the different cultures and heritages in their class? To be able to share experiences that have happened to them in their life. Knowledge of the democratic parliamentary system - children to be able to discuss this. To show respect and positivity towards every culture and faith. Recognising when children are in danger online. Do the children know? What can they do to keep safe? Ensure all children understand what they need to do to keep safe online. Can the children help their friends if they think they are in danger?</p>
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PSHE

F1 and F2

Strands	F1	F2
Overall Skills	Children to begin to show: -The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. -A sense of enjoyment and fascination in learning about themselves, others and the world around them. -Use of imagination and creativity in their learning. -Willingness to reflect on their experiences	Children to develop: -Their ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. -A sense of enjoyment and fascination in learning about themselves, others and the world around them. -Use of imagination and creativity in their learning. -Willingness to reflect on their experiences
Citizenship	I know that other children do not always enjoy the same things, and are sensitive to this. I can talk about similarities and differences between myself and others, and among families, communities and traditions.	I can talk about similarities and differences between myself and others, and among families, communities and traditions. I understand my own actions affect other people.
Staying safe online	I can talk about how to keep myself safe and who can help me if I do not feel safe.	I can talk about how to keep myself safe and who can help me if I do not feel safe. I can interact with age appropriate software.
Keeping healthy knowledge	I am beginning to understand the importance of good health and exercise. I am beginning to manage my own basic hygiene and personal needs.	I know the importance of good health and physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Feeling and emotions	I am beginning to work with others and know there are school rules. I am aware that I sometimes need to change my behaviour in certain situations.	I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. I can work as part of a group or class, and understand and follow the rules. I can adjust my behaviour to different situations, and take changes of routine in their stride
Relationships	I am beginning to play with others and take it in turns. I know when other children are upset.	I can play co-operatively, taking turns with others. I can take account of one another's ideas about how to organise my activity. I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

PSHE KS1 and KS2

This document sets out the overall skills of each year group and then breaks down into the individual strands. The PSHE concepts are taught throughout the whole curriculum with a greater focus in E-Safety, SMSC, RSHE, DT (Cooking and Nutrition), PE (Healthy Lifestyle) and Science (Animals including Humans) as well as in PSHE lessons.

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall skills	<p>I can ask questions.</p> <p>I can contribute to the life of the class and the school.</p> <p>I can begin to explain how to look after my body.</p> <p>I can explain that there are people and services who can help us.</p> <p>I can say what charities are for and what some might do.</p> <p>I can explain the difference between needs and wants.</p> <p>I can explain how to look after my body.</p> <p>I can play and work cooperatively.</p> <p>I can listen to other people.</p> <p>I can share appropriately</p>	<p>I can take part in discussions/simple debate with others about topical issues.</p> <p>I can name the main characteristics of boys and girls.</p> <p>I can use simple skills which will help to maintain my personal safety.</p> <p>I can recognise the coins and notes we use.</p> <p>I can make choices to improve my health and well-being.</p> <p>I can identify that some of the essentials that have to be paid for.</p> <p>I can listen to other people.</p> <p>I can say what I am good at.</p>	<p>I can participate in making and changing rules.</p> <p>I can judge what kind of physical contact is acceptable or unacceptable.</p> <p>I can make choices about how money should be spent.</p> <p>I can listen to and show respect for the views of others.</p> <p>I can see my mistakes, make amends and set personal goals.</p> <p>I can empathise with other people and situations through topical issues, problems and events.</p>	<p>I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>I can recognise aggressive and anti-social behaviours and their effects on individuals and communities.</p> <p>I can take responsibility for my own behaviour and safety and realise that actions have consequences.</p> <p>I can have some strategies to cope with peer influence and peer pressure.</p> <p>I can make informed choices about healthy eating and exercising.</p>	<p>I can talk and write about my opinions.</p> <p>I can recognise and challenge stereotypes.</p> <p>I can recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings.</p> <p>I can express my views confidently and listen to and show respect for the views of others.</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices.</p>	<p>I understand that there will be a transition in my life and I have the skills to cope with it.</p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyberbullying and racism on individuals and communities.</p> <p>I can research, discuss and debate topical issues, problems and events.</p> <p>I can recognise different risks in different situations and then decide how to behave responsibly; including judging what kind of physical contact is acceptable or unacceptable.</p>

		<p>I can set a simple goal.</p> <p>I can say how I can learn from my experiences.</p> <p>I can listen to others and respect their viewpoints.</p>		<p>I can respond appropriately to other people's feelings.</p> <p>I can acknowledge that others have different points of view.</p> <p>I can express my views confidently, when communicating with my peers and adults</p>		<p>I can manage my time to include regular exercise.</p> <p>I can recognise the difference between aggressive and assertive behaviour.</p> <p>I can positively deal with my feelings and recognise a range of emotions in others.</p>
<p>Citizenship Knowledge (readiness for active participation in society)</p> <p>Curriculum links: SMSC (see SMSC progression)</p>	<p>I can express a simple opinion, agreement and disagreement.</p> <p>I can say where my favourite, safe places are.</p> <p>I can say how I can keep myself safe.</p> <p>I know what to do to keep myself safe.</p> <p>I can talk about what parts of me are growing (E.g. legs)</p> <p>I know I am growing.</p>	<p>I can identify that people and other living things have needs and recognise my own responsibility to meet those needs.</p> <p>I can identify that I belong to different groups and communities ie school, family.</p> <p>I know when something is dangerous.</p> <p>I can say who the people that keep me safe are.</p>	<p>I can talk about what I have already achieved.</p> <p>I know what I want to achieve.</p> <p>I can explain what personal space is.</p> <p>I know how to respect other's personal space.</p> <p>I know what my strengths are.</p> <p>I know it is ok to say no sometimes.</p> <p>I can take on more responsibility.</p> <p>I can explain what it mean to be responsible. I can work as part of a team.</p> <p>I can work independently.</p>	<p>I can recognise when I am feeling stressed.</p> <p>I know it is ok to be scared.</p> <p>I can tell you how I feel.</p> <p>I know who can help me when I am anxious.</p> <p>I can recognise a dangerous situation in person and online.</p> <p>I know what a conscience is.</p>	<p>I know why having a child is known as 'a responsibility'.</p> <p>I can be resilient.</p> <p>I know why 'no' is an important word in any relationship.</p> <p>I can explain what respect is.</p> <p>I can explain why men and women are equal.</p> <p>I can say what is meant by a loving and caring relationship.</p> <p>I know what the elements of a good relationship i.e. stable, loving relationship are.</p>	<p>I can explain what equality is.</p> <p>I know what tolerance is.</p> <p>I understand what transition is.</p> <p>I know I will be transitioning to a new school.</p> <p>I can explain ways to cope with a transition.</p> <p>I can explain what I understand as a loving, caring relationship.</p> <p>I can identify when a relationship is not loving.</p> <p>I know what to do if I come into conflict with my family.</p> <p>I can be streetwise.</p> <p>I know what the law is and how it is there to protect me.</p> <p>I know what the consequences of breaking the law are.</p>

						<p>I know how to keep myself safe in an emergency.</p> <p>I can make good choices (anti-social behaviour).</p>
<p>Vocabulary</p>	<p>Communicating, feeling empathy, behaviour, fair/unfair, right/wrong, secrets, surprises, safety, sharing, discussion, views, opinions, cooperating, resolving arguments, people, similarities, differences.</p>	<p>Communicating, feeling empathy, behaviour, fair/unfair, right/wrong, secrets, surprises, safety, sharing, discussion, views, opinions, cooperating, resolving arguments, people, similarities, differences, special people, caring, physical contact, touch, acceptable, unacceptable, feelings, bodies, hurt, comfortable, teasing, bullying, growing, changing.</p>	<p>Rules, charter, happy, rights, responsibilities, fair, respect, Gifts, talents, strengths, skills, unique ,special, valued</p>	<p>Rules, charter, happy, rights, responsibilities, fair, respect, Gifts, talents, strengths, skills, unique ,special, valued, discrimination, perspective, segregation, opinion, prejudice,</p>	<p>Listen, debate, views, opinion, respect, issue, voting, behaviour, attitude, role-model, responsibility, admire, active, citizen, civic behaviour, civic engagement, culture, values,</p>	<p>Listen, debate, views, opinion, respect, issue, voting, behaviour, attitude, role-model, responsibility, admire, active, culture, values, civic duty, community, community service, country, cooperation, election, perspective, segregation, opinion, prejudice, experience, bullying, fact, opinion</p>
<p>Staying Safe Knowledge</p> <p>Curriculum links: E-Safety (see E-Safety progression)</p>	<p>I can identify the importance of personal hygiene- regular washing, bathing and showering and dental care.</p> <p>I can recognise the need for safety rules - road, fire, school, environment, playground and home.</p>	<p>I understand the importance of and can take responsibility for my personal hygiene.</p> <p>I know how to keep myself safe when I am using technology.</p> <p>I know the difference between a good and bad secret.</p>	<p>I can be a good friend online. I can keep my information safe online.</p> <p><i>(Taught alongside E-Safety)</i></p>	<p>I know what is comfortable for me.</p> <p>I can recognise a dangerous situation in person and online.</p> <p>I know what to do if I recognised a dangerous situation online.</p> <p><i>(Taught alongside E-Safety)</i></p>	<p>I can tell if people are my true friends.</p> <p>I know what a digital footprint is.</p> <p>I know what to do if I see something on the internet that makes me feel uncomfortable.</p> <p><i>(Taught alongside E-Safety)</i></p>	<p>I can be streetwise.</p> <p>I can keep myself safe online.</p> <p>I have strategies for coping with peer pressure.</p> <p>I know what images are portrayed in the media and how they make me feel.</p> <p>I know what an inappropriate image is.</p>

	I know who can help me if I do not feel safe. (Taught alongside E-Safety)	(Taught alongside E-Safety)				I can stay safe on social media. I can explain what grooming is. (Taught alongside E-Safety)
Vocabulary	Medicines, household products, safety, risk. Road, water, rail, fire, online, rules, asking for help, privacy, respecting privacy	Medicines, household products, safety, risk. Road, water, rail, fire, online, rules, asking for help, privacy, respecting privacy	Opinion, improve, action, communication, solution, assertive, angry, defend, protect, worried, anxious, tense, worry box, catastrophe, bullying, strategies, police, station, personal safety, risks, fault, guilty, responsibilities, shame, ashamed, regret, Remorse, amends, conscience, choice, right, wrong	Police Social worker. Lollipop lady. Teacher. Brother sister. Ambulance. Bus escort. Neighbour, danger, dangerous, risk, support, help, communication, responsibilities, right, wrong	Email, cyber-bullying, scam, vulnerable, abuse, substance, tolerance, dependence, addiction, legal, illegal, risk, household, substances, safe, dangerous, risk, support, doctors, library, help-lines, confidentiality	Email, cyber-bullying, scam, vulnerable, abuse, substance, tolerance, dependence, addiction, legal, illegal, risk, household, substances, safe, dangerous, risk, support, doctors, library, help-lines, confidentiality, grooming
Keeping Healthy Knowledge Curriculum links: ❖ DT: Cooking and Nutrition (see DT progression) ❖ Science: Animals including Humans (see	I can identify the importance of personal hygiene- regular washing, bathing, showering. I know the importance of good physical health and exercise.	I understand the importance of and can take responsibility for my personal hygiene. I know where I can go to help me keep healthy. I can say the words that describe my body.	I can explain how I am growing up. I know how boys and girls are the same and different. I can say why I am unique. I can say why my body is special. I can make sure I am keeping myself healthy. I can explain what good dental hygiene is. I can keep myself clean.	I know how my body changes, as I get older. I can explain how I feel when my body starts to change. I know what hormones are. I can say what makes my body healthy.	I can explain what changes happen to both boys and girls as they get older, I know what periods are. I can keep healthy and clean as I get older. I know the changes from being young to old age. I can explain what I am worried about as my body is changing.	I can explain what safe and unsafe drugs are. I know what damage smoking does to my body. I can explain what personal hygiene is. I can explain why it is important to eat healthily.

<p>Science progression)</p> <p>❖ PE: Healthy Lifestyle (see PE progression)</p>						
<p>Vocabulary</p>	<p>Health, wellbeing, healthy eating, physical activity, sleep, dental health, health, , hygiene, cleanliness, germs, growing, changing.</p>	<p>Health, wellbeing, healthy eating, physical activity, sleep, dental health, health, , hygiene, cleanliness, germs, growing, changing, young to old, correct terminology.</p>	<p>Relationship, Stereotypes, Gender roles, healthy, lifestyle, positive, choices ,food, exercise, sleep, relaxation</p>	<p>Relationship, Stereotypes, Gender roles, healthy, lifestyle, positive, choices ,food, exercise, sleep, relaxation, similar, different, hormones</p>	<p>Gender, differences, similarities, periods, changes, body, boys and girls.</p>	<p>Drugs, damage, hygiene, safe, unsafe.</p>
<p>Feelings and Emotions knowledge</p> <p>Curriculum links:</p> <p>❖ SMSC</p> <p>❖ RSHE (see SMSC and RSHE progression)</p>	<p>I can talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>I can work as part of a group or class and, understand and follow the rules.</p> <p>I can adjust my behaviour to different situations, and take</p>	<p>I know we all have similar feeling and can say what they are.</p> <p>I can say what makes me feel good about myself.</p> <p>I know how I can make other people feel good.</p>	<p>I can say why I am unique.</p> <p>I can explain what personal space is.</p> <p>I know how to respect other's personal space.</p>	<p>I can explain how we are different.</p> <p>I know what my identity is.</p> <p>I can talk about what makes me, me.</p>	<p>I have strategies for coping with different emotions.</p> <p>I can cope with disagreements and use strategies I have learnt.</p> <p>I know what to do when I'm upset.</p>	<p>I have strategies I can use to cope with exam stress.</p> <p>I can discuss ways that I am ready for secondary school.</p> <p>I can talk about how things might change when I move schools.</p> <p>I can discuss how I feel about the school transition.</p> <p>I have strategies to cope with moving schools.</p>

	changes of routine in my stride.					I know who I can talk to if I am worried about transitioning schools. I can talk about what it might be like for me as a teenager.
Vocabulary	Communicating, feeling empathy, behaviour, fair/unfair, right/wrong, secrets, surprises, safety, sharing, discussion, views, opinions, cooperating, resolving arguments, people, similarities, differences, special people, caring	Behaviour, fair/unfair, right/wrong, secrets, surprises, safety, sharing, discussion, views, opinions, cooperating, resolving arguments, people, similarities, differences	Unique, different, similarities, personal space, respect.	Differences, similarities, bodies, identity, myself.	emotions, differences, opinions, disagreements, strategies, upset, hurt.	Strategies, coping, exams, stress, pressure, secondary school, teenager.
Relationships Curriculum links: ❖ SMSC including British Values ❖ RSHE (see SMSC and RSHE progression)	I can play co-operatively, taking turns with others. I can take account of another's ideas about how to organise my activity. I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	I can say what makes my home happy. I know how to make friends. I know what makes me feel good about me. I can make others feel happy. I know who is special to me.	I can say why my family is special. I know there are different types of families. I can say who my special friends are. Why are they special? I can explain what makes a good friend. I know how to be a good friend. I can explain what I am good at. I can say what my friends are good at. I know what the difference between a	I can tell you how I feel. I know who can help me when I feel afraid. I can explain what anxiety is. I can explain what a good friendship is.	I can explain how men and women are equal. I know what we mean by a loving and caring relationship. I can explain what the elements of a good relationship i.e. stable, loving relationship are. I can explain what a relationship is. I can explain what a marriage is. I know what gender identity is.	I can explain the qualities of an important relationship. I can make new relationships when I move to secondary school. I understand friendships/relationships might change when I move schools. I can cope with my own feelings and image. I can talk about what puberty might feel like. I can share my feelings with others.

			surprise and a secret is. I can show kindness.			I can explain what tolerance is. I understand what a loving, caring relationship is.
Vocabulary	Co-operatively, happy, sensitive, helpful, kind, positive, taking turns.	Co-operatively, happy, sensitive, helpful, kind, positive, taking turns, special, friends.	Family, different, friends, surprises, secrets, friendships	Feelings, afraid, anxiety, friendship	Men, women, equal, loving, caring, relationship, stable, marriage, gender identity	Relationships, feelings, image, puberty, tolerance, caring.