



PSHE Progression Document

St Austin's R.C. Primary



Key learning concepts	Nursery	Reception	KS1	LKS2	UKS2
Drugs, alcohol and tobacco education			<p>I can recognise that different things can go into my body which can be helpful or harmful.</p> <p>I can understand where medicines come from, why they are taken and how to take them safely.</p> <p>I can understand that medicines are not always needed.</p>	<p>I can define what a drug is, and understand that some drugs can be harmful.</p> <p>I can demonstrate understanding of why some people may choose to use common drugs.</p> <p>I can recognise the risks when people engage in activities such as taking drugs, smoking or drinking alcohol.</p> <p>I can identify patterns of behaviour related to drug use.</p> <p>I can explain the help and support available for those who suffer from addiction.</p>	<p>I can explain some risks associated with drugs and identify ways in which people can get help and support.</p> <p>I can recognise that there are influences which affect a person's decision making around drugs.</p> <p>I know some positive ways to respond to pressure around drug taking.</p> <p>I can understand that some drugs are illegal.</p>
Keeping safe and managing risk	<p>I can begin to be more outgoing with unfamiliar people within a familiar setting.</p> <p>I can follow rules and understand why they are important.</p> <p>I can use rules without needing an adult to remind me of the rules.</p> <p>I can be assertive in an appropriate way.</p>	<p>I can follow rules and know the difference between right and wrong.</p> <p>I can say why we have rules.</p> <p>I can follow instructions which included several ideas or actions.</p> <p>I can give focussed attention to the teacher.</p>	<p>I can decide when it is safe or unsafe to keep a secret.</p> <p>I can understand how to stay safe inside and outside my home.</p> <p>I can understand who I can go to for help when I am worried about my safety.</p> <p>I can explain some rules for safety including road safety.</p>	<p>I can define what bullying is and how it can make people feel.</p> <p>I can name and explain some different types of bullying e.g. racism and understand that bullying can happen anywhere, including online.</p> <p>I can identify where to go for help if I am a victim of bullying or if I witness somebody else being bullied.</p>	<p>I can explain how to stay safe online, and recognise the positive and negative aspects of the Internet.</p> <p>I can recognise that for almost everyone the internet is an integral part of life.</p> <p>I can understand that online relationships can complement and support meaningful in-person relationships, but also how they might be in tension.</p>

	I can talk with others to solve conflicts.	I am beginning to regulate my behaviour.	I can understand what to do in an emergency situation.	<p>I can understand how to play computer games safely, and that gaming can be addictive. I can understand that risky situations will occur and make a sensible decision about what to do. become addictive.</p> <p>I can demonstrate how to ask for help from a range of emergency services.</p>	<p>I can recognise some benefits of limiting time spent online, and the possible effects on physical and mental health of excessive time spent online.</p> <p>I can understand how to recognise and display respectful behaviour online.</p> <p>I can recognise I have rights in relation to sharing personal data, privacy and consent.</p> <p>I can recognise that violence can occur in many situations but that it is wrong.</p> <p>I can understand how and where to go to for help about abuse or violence.</p> <p>I can recognise peer pressure and understand how to take responsibility for my own actions.</p>
Mental health and emotional wellbeing	<p>I can show more confidence in new social situations.</p> <p>I can help to find solutions to conflicts and rivalries.</p> <p>I can talk about my feelings using words like 'happy' , 'sad' and 'angry.'</p> <p>I can begin to understand how others might be feeling.</p>	<p>I can keep trying when faced with a challenge.</p> <p>I can express my own feelings using an increasing range of language.</p> <p>I can consider the feelings of others.</p> <p>I can begin to identify and control my own feelings.</p> <p>I can begin to think about what others may think.</p>	<p>I can identify how different emotions look and feel in the body and recognise that different situations can affect people's emotions differently.</p> <p>I can ask for help for mine/other people's emotions.</p> <p>I can explain what is needed for a good friendship and what to do if they go wrong.</p>	<p>I can enjoy a challenge and celebrate the achievements and others and of myself.</p> <p>I can demonstrate a range of ways to respond positively to disappointments.</p> <p>I can demonstrate a range of ways to deal with "put downs."</p>	<p>I can recognise a wide range and intensity of emotions within myself and others.</p> <p>I can recognise that changes happen to all of us and identify ways to positively cope with those changes.</p> <p>I can recognise that grief is normal and express feelings related to grieving.</p> <p>I can understand what mental health is, that everybody has mental health and I know</p>

					<p>where to get help with my mental health if I need it.</p> <p>I can recognise that stigma and discrimination of people living with mental health problems can and does exist.</p> <p>I can recognise that isolation and loneliness can affect children, and understand the benefits of seeking support.</p>
Physical health and wellbeing	<p>I can brush my own teeth with some help.</p> <p>I can wash and dry my hands with some help.</p> <p>I can make healthy choices about food, drink and activities.</p>	<p>I can manage my own personal hygiene.</p> <p>I can explain why regular activity is important.</p> <p>I can say why it is important to eat healthy foods.</p> <p>I can say why too much time on a screen can be bad.</p> <p>I can say why we need to sleep.</p> <p>I can name some important rule about crossing the road.</p>	<p>I can recognise some of the food and drinks associated with different celebrations and customs.</p> <p>I can describe how to play different active playground games and recognise how they make me feel.</p> <p>I can recognise why rest is as important as being active.</p> <p>I can understand the impact of poor sleep on weight, mood and ability to learn.</p> <p>I can recognise some negative effects of the sun on my body and how I can stay safe in the sun.</p> <p>I can recognise what a healthy diet looks like and make choices about the foods I eat.</p> <p>I can recognise some basic things I can do to stay healthy such as having vaccinations, brushing my teeth and washing my hands.</p>	<p>I can make my own healthy lifestyle choices by choosing a balanced diet, avoiding too much screen time and getting enough rest.</p> <p>I can identify a range of physical activities that help the body.</p> <p>I can identify a range of factors which may affect a person's dietary choices.</p> <p>I can recognise value for money.</p> <p>I can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality).</p>	<p>I can recognise that messages given on food adverts can be misleading.</p> <p>I can recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>I can compare the health benefits of a food or drink product in comparison with an advertising campaign.</p>

Careers, financial capability and economic wellbeing	<p>I can begin to understand that some people go to work.</p>	<p>I can recognise that some people have jobs.</p> <p>I can name some common jobs.</p> <p>I can begin to understand that things cost money.</p>	<p>I can understand where money comes from and make informed choices about when to spend money.</p> <p>I can recognise that I will sometimes need to save my money.</p> <p>I can understand that people work to get money and that there are many different jobs which people can do.</p>	<p>I can recognise that there are many ways in which we can be persuaded to spend our money and I can make decisions about value for money in this knowledge.</p> <p>I can keep track of my own spending.</p> <p>I can understand important aspects of the world of work including the skills and attributes needed for different jobs.</p>	<p>I can understand that money can be borrowed but there are risks associated with this.</p> <p>I can understand what an enterprise is and can weigh up the risks of being involved in one.</p> <p>I can recognise the different influences involved in choosing a career.</p>
Identity, society and equality.	<p>I can select and use activities and resources, with help when needed.</p> <p>I feel a sense of responsibility and membership of a community e.g. school or a club.</p> <p>I can show more confidence in new social situations.</p> <p>I can play with one or more other children, extending and elaborating play ideas.</p> <p>I can begin to say please and thank you.</p>	<p>I can see myself as a valuable individual.</p> <p>I can build useful and relationships and be kind to my friends.</p> <p>I can express my own feelings using an increasing range of language.</p> <p>I can consider the feelings of others.</p> <p>I can begin to identify and control my own feelings.</p> <p>I can take turns when playing or working with others.</p> <p>I can identify some similarities and differences between different religious and cultural communities.</p> <p>I can say please and thank you.</p>	<p>I can describe what makes us all special and that everyone has something about them that makes them special.</p> <p>I can identify roles and responsibilities which I, and others, have at home and in school.</p> <p>I can understand what is involved in cooperation and why it is important.</p> <p>I can begin to understand the conventions of courtesy and manners.</p>	<p>I can understand what a community is and value the similarities and differences of everyone in our school community.</p> <p>I can stand up for my own point of view but recognise that other's may have a different view to me.</p> <p>I can recognise Britain is a democratic society and understand what that means.</p> <p>I can recognise the importance of voting.</p> <p>I can know how laws are made and the importance of following them.</p> <p>I can understand the role of local councils.</p> <p>I show a developing understanding of the conventions of courtesy and manners.</p>	<p>I can explain what a stereotype is and feel able to challenge stereotyping when I witness it.</p> <p>I can understand what is meant by prejudice and discrimination and recognise what part I can play to stop it from happening.</p> <p>I can understand what Human Rights are and how they link to the UN Rights of a Child.</p> <p>I can recognise that not everyone is lucky enough to have a home and can understand about organisations that work with homeless people.</p> <p>I show a developed understanding of the conventions of courtesy and manners.</p>

<p>Online safety and awareness</p>				<p>I can recognise the need to be respectful online in the same way I would in person. pressure.</p> <p>I can begin to evaluate my online relationships and sources of information, showing an awareness of the risks associated with people that I have never met.</p> <p>I know how to report something that makes me feel uncomfortable online.</p> <p>I know that there is a minimum age for joining social media sites and why that is.</p> <p>I know that I need to be careful about what I share online.</p>	<p>I can critically evaluate my online relationships and sources of information, showing an awareness of the risks associated with people that I have never met.</p> <p>I know that there is a minimum age for joining social media sites and why that is.</p> <p>I know that I need to be careful about what I share online. I can understand how to set privacy settings.</p> <p>I know that once something has been shared online, there is no way to delete it everywhere.</p> <p>I can recognise that the internet contains a lot of content that can be inappropriate and upsetting to me, and where I can go for advice and support if I am worried or concerned.</p>
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