

'Achieving Together'

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Skills & Knowledge Progression: PSHE

Year group	Keeping/Staying Safe	Relationships	Being Responsible	Feelings and Emotions	Computer Safety	Our World
Nursery (F1)	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying hands. • Road safety. • Sun awareness. • Make healthy choices about: <ul style="list-style-type: none"> • Food • Drink • Activity • Tooth brushing 	<ul style="list-style-type: none"> • Establish and develop relationships with peers and new adults at nursery. • Become more outgoing with unfamiliar people in the safe context of nursery. • Play cooperatively with another child or in a small group, extending and elaborating play ideas. • Find solutions to conflicts and rivalries (including developing appropriate ways of being assertive). 	<ul style="list-style-type: none"> • Begin to take on some roles of responsibility within the classroom. • With adult support, work towards simple goals i.e. next steps for learning. • Remember classroom rules without needing a reminder. 	<ul style="list-style-type: none"> • Learn the basic feelings of happy, sad, anger, surprise and fear. • Begin to recognise the physical clues for different feelings. Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> • Learn how to use a variety of age-appropriate apps and programmes safely. • Show children how and when to ask for help. 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment, and all living things.



BIDSTON AVENUE

Reception (F2)

- Develop independence with personal hygiene, including understanding the importance of washing hands.
- Understand the impact of good dental hygiene.
- Road safety.
- Sun awareness.
- Healthy/Unhealthy choices:
 - Food
 - Physical activity
 - Sensible screen time
 - Good sleep

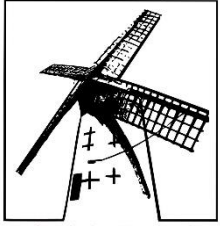
- Establish and develop relationships with peers and new adults at school.
- Learn that people can have different feelings about the same thing.
- Fair ways to play, including trading and taking turns.
- Play – inviting others and joining in.
- Understand and recognise the basic feelings in their peers and other people.

- Take on 'helper roles' within the classroom.
- Recognise hazards within the classroom and outdoor area.
- Know ways to help others.
- Working towards simple goals i.e. next steps for learning.
- Demonstrating self-help skills i.e. independent dressing/ undressing, using cutlery.
- Skills for learning:
 - Listening
 - Focusing attention
 - Self-talk
 - Following instructions
 - Asking for what you need/want

- Recognise and name the basic feelings of happy, sad, anger, surprise and fear (including identifying clues in our bodies).
- Comfortable and uncomfortable feelings.
- Strong feelings and ways to calm down.
- Learn to control impulses and develop strategies for solving problems.
- Show resilience and perseverance in the face of challenges set.

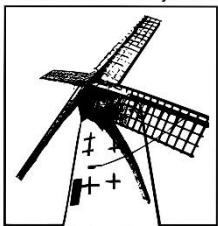
- Understand how to use a variety of age-appropriate apps and programmes safely. Know how and when to ask for help.

- Begin to understand the meaning of recycling and how we can help our planet e.g. turning lights off when not in use.



Skills & Knowledge Progression: PSHE

Year group	Keeping/Staying Safe	Keeping/Staying Healthy	Relationships	Being Responsible	Feelings and Emotions	Computer Safety	Our World
Year 1	<p>Road Safety:</p> <ul style="list-style-type: none"> • Understand why it is important to stay safe when crossing the road. • Develop road sense. • Understand the differences between safe and risky choices. 	<p>Washing Hands:</p> <ul style="list-style-type: none"> • Understand why we need to wash our hands. • Know how germs are spread and how they can affect our health. • Practise washing our hands. • The differences between healthy and unhealthy choices. 	<p>Friendship:</p> <ul style="list-style-type: none"> • Understand how to be a good friend. • Recognise kind and thoughtful behaviours. • Understand the importance of caring about others people's feelings. • Be able to see a situation from another person's point of view. 	<p>Water Spillage:</p> <ul style="list-style-type: none"> • Know how you can help people around you. • Understand the types of things you are responsible for. • Understand the importance of preventing accidents. • Recognise the differences between being responsible and irresponsible. 	<p>Jealousy:</p> <ul style="list-style-type: none"> • Be able to recognise and name emotions and their physical effects. • Know the difference between pleasant and unpleasant emotions. • Learn a range of skills for coping with different emotions. • Understand that feelings can be communicated with and without words. 	<p>Online Bullying:</p> <ul style="list-style-type: none"> • Understand how your online activity affects others. • Identify the positives and the negatives of using technology. • Know how and how to ask for help. • Recognise kind and unkind comments. 	<p>Growing in Our World:</p> <ul style="list-style-type: none"> • Understand the needs of a baby. • Recognise what you can do for yourself now you are older. • Describe the common features of family life. • Recognise the ways in which your family is special and unique.



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Year 2

Tying Shoelaces:

- Know the reasons to make sure your laces are tied.
- Learn how to tie laces properly.
- Know rules to keep yourself and others safe.
- Understand the differences between safe and risky choices.

Healthy Eating:

- Food is needed for our bodies to be healthy and to grow.
- Understand that some foods are better for good health than others.
- List different types of healthy food.
- Understand how to keep yourself healthy.
- Know the differences between healthy and unhealthy choices.

Brushing Teeth:

- Understand why we need to brush our teeth.
- Practise brushing teeth.
- Understand the differences between healthy and unhealthy choices.
- Develop strategies to help remember when to brush your teeth.

Bullying:

- Be able to name a range of feelings.
- Understand why we should care about other people's feelings.
- Be able to see and understand bullying behaviours.
- Know how to cop with these bullying behaviours.

Body

Language:

- Recognise and name a range of feelings.
- Understand that feelings can be shown without words
- View a situation from another person's point of view.
- Understand why it is important to care about other people's feelings.

Practice Makes Perfect:

- Name ways you can improve in an activity or sport.
- Understand the importance of trying hard and not giving up.
- See the benefits of practising an activity or sport.
- Learn ways to set goals and work to reach them.

Helping Someone in Need:

- Know how to help others.
- Recognise kind and thoughtful behaviours and actions.
- Understand the risks of talking to people you don't know very well.
- Identify the differences between being responsible and irresponsible.

Worry and Anger:

- Recognise and name emotions and their physical effects.
- Know the difference between pleasant and unpleasant emotions.
- Learn a range of skills for coping with the different emotions.
- Understand that feelings can be communicated with and without words.

Image Sharing:

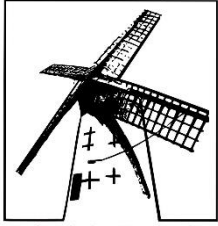
- Understand how online actions can affect others.
- Name the positive and negative ways you can use technology.
- Know the risks of sharing images without permission.
- Understand the types of images that you should and should not post online.

Living in Our World:

- Understand why we should look after living things.
- Identify how we can look after living things inside and outside.
- Recognise why it is important to keep our communities and country side clean.
- Encourage others to help keep their communities and countryside clean.

Working in Our World:

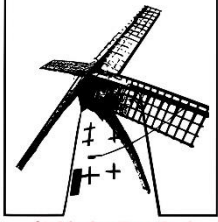
- Understand different ways we can receive money.
- Know how to keep money safe.
- Describe the skills you may need in a future job or career.
- Recognise the differences between wants and needs.



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Skills & Knowledge Progression: PSHE

Year group	Keeping/Staying Safe	Keeping/Staying Healthy	Relationships	Being Responsible	Feelings and Emotions	Computer Safety	Our World
Year 3	<p>Staying safe:</p> <ul style="list-style-type: none"> • Know ways to keep yourself and others safe. • Recognise risky situations. • Identify trusted adults around you. • Understand the differences between safe and risky choices. <p>Leaning out of windows:</p> <ul style="list-style-type: none"> • Recognise a range of warning signs. • Spot the dangers we may find at home. • The importance of listening to our trusted adults. • Understand ways we can keep ourselves and other safe at home. • Know the differences between safe and risky choices. 	<p>Medicine:</p> <ul style="list-style-type: none"> • Understand and be able to practise simple safety rules about medicine. • Understand when it is safe to take medicine. • Know who we can accept medicine from. • Understand the differences between healthy and unhealthy choices. 	<p>Touch:</p> <ul style="list-style-type: none"> • Understand the difference between appropriate and inappropriate touch. • Why it is important to care about other people's feelings. • Understand personal boundaries. • Know who and how to ask for help. • Name human body parts. 	<p>Stealing:</p> <ul style="list-style-type: none"> • The differences between borrowing and stealing. • Describe how you might feel if something of yours is borrowed and not returned. • Why it is wrong to steal. • Understand the differences between being responsible and irresponsible. 	<p>Grief/Loss:</p> <ul style="list-style-type: none"> • Recognise and name emotions and their physical effects. • Know the difference between pleasant and unpleasant emotions. • Learn a range of skills for coping with the different emotions. • Understand that feelings can be communicated with and without words. 	<p>Making Friends Online:</p> <ul style="list-style-type: none"> • Identify possible dangers and consequences of talking to strangers online. • How to keep safe in online chatrooms. • Name the positives and negatives of using technology. • The difference between safe and risky choices online. 	<p>Looking After our World:</p> <ul style="list-style-type: none"> • Understand the meaning of reduce, reuse, recycle. • Recognise how we can look after our planet. • Identify how to reduce the amount of water and electricity we use. • Understand how we can reduce our carbon footprint.

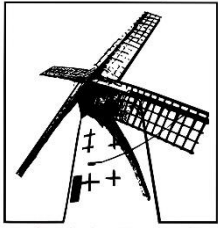


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Year Group	Keeping/ Staying Safe	Keeping/ Staying Healthy	Growing and Changing	Being Responsible	Feelings and Emotions	Computer Safety	The Working World	A World without Judgement
Year 4	<p>Cycle Safety:</p> <ul style="list-style-type: none"> • Identify strategies we can use to keep ourselves and others safe. • Recognise impact and possible consequences of an accident or incident. • Identify what is a risky choice. • Create a set of rules for and identify ways of keeping safe. 	<p>Healthy Living:</p> <ul style="list-style-type: none"> • Explain what is meant by a balanced diet and plan a balanced meal. • Recognise how too much sugar, fat etc in our food and drink can affect us now and when we are older. • Understand the nutritional information on packaged food and know what it means. • Describe different ways to maintain a healthy lifestyle. 	<p>Appropriate Touch:</p> <ul style="list-style-type: none"> • Identify the differed types of relationships we can have and described how these can change as we grow. • Explain how our families support use and how we can support families. • Identify how relationships can be healthy or unhealthy. • Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable. 	<p>Coming Home on Time:</p> <ul style="list-style-type: none"> • Recognise the importance of behaving in a responsible manner in a range of situations. • Describe a range of situations where being on time is important. • Explain the importance of having rules in the home. • Describe ways that behaviour can be seen to be sensible and responsible. 	<p>Jealousy:</p> <ul style="list-style-type: none"> • Recognise our thoughts, feeling and emotions and identify the ones that make us feel good and not so good. • Describe how we can support others who feel lonely, jealous or upset. • Recognise that we can choose how we act on our emotions. • Demonstrate a range of strategies to help control/manage emotions. 	<p>Online Bullying:</p> <ul style="list-style-type: none"> • Recognise key values that are important in positive online relationships. • Identify the feelings and emotions that may arise from online bullying. • Develop coping strategies to use if we or someone we know is being bullied. • Identify how and who to ask for help. 	<p>Chores at Home:</p> <ul style="list-style-type: none"> • Identify ways in which we can help those who look after us. • Explain the positive impact of our actions. • Describe the ways in which we can contribute to our home, school and community. • Identify the skills we may need in our future job roles. 	<p>Breaking Down Barriers:</p> <ul style="list-style-type: none"> • Recognise positive attributes in others. • Explain why being different is okay. • Recognise your own strengths and goals. • Identify some of the ways we can overcome barriers and promote equality.



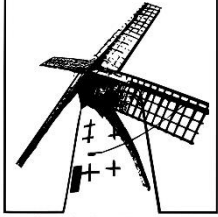
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Skills & Knowledge Progression: PSHE

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Year 5	<p>Peer Pressure:</p> <ul style="list-style-type: none"> Identify strategies we can use to keep ourselves and others safe. Recognise ways to manage peer pressure. Understand the potential outcomes that may happen when we take risks. Recognise the impact and possible consequences of an accident or incident. <p>Adult and Children's Views: A debate on the topic and issues and share their own opinions.</p>	<p>Smoking:</p> <ul style="list-style-type: none"> Explain the risks associated with smoking and the addictive ingredients. Describe how smoking can affect your health and wellbeing. Give reasons why someone might start and continue to smoke. Identify and use skills and strategies to resist any pressure to smoke. <p>Adult and Children's Views: A debate on the topic and issues and share their own opinions.</p>	<p>Puberty:</p> <ul style="list-style-type: none"> Explain what puberty means. Describe the changes that boys and girls may go through during puberty. Identify why our bodies go through puberty. Develop coping strategies to help with the different stages of puberty. Identify who and what can help us during puberty. <p>Adult and Children's Views: A debate on the topic and issues and share their own opinions.</p>	<p>Looking out for Others:</p> <ul style="list-style-type: none"> Recognise why we should take action when someone is being unkind. Describe caring and considerate behaviour, including the importance of looking out for others. Demonstrate why it is important to behave in an appropriate and responsible way. <p>Adult and Children's Views: A debate on the topic and issues and share their own opinions.</p>	<p>Anger:</p> <ul style="list-style-type: none"> Recognise that everyone experiences emotions and that they can have a physical effect on our body. Explain how feelings can be communicated with or without words. Demonstrate a range of strategies to help control and manage emotions. <p>Adult and Children's Views: A debate on the topic and issues and share their own opinions.</p>	<p>Image Sharing:</p> <ul style="list-style-type: none"> List reasons for sharing images online. Identify rules to follow when sharing images online. Describe the positives and negative consequences of sharing images online. Recognise possible influences and pressures to share images online. <p>Adult and Children's Views: A debate on the topic and issues and share their own opinions.</p>	<p>Enterprise:</p> <ul style="list-style-type: none"> Understand and explain why people might want to save money. Identify ways in which you can help out at home. Budget for items you would like to buy. Recognise ways to make money and the early stages of enterprise. <p>Adult and Children's Views: A debate on the topic and issues and share their own opinions.</p>	<p>Inclusion and Acceptance:</p> <ul style="list-style-type: none"> Identify some of the ways in which we are different and unique. Explain some of the elements which help us to have a diverse community. Describe strategies to overcome barriers and promote diversity and inclusion. <p>Adult and Children's Views: A debate on the topic and issues and share their own opinions.</p>



Water Safety:

- Identify a range of danger signs.
- Develop and name strategies that can help keep ourselves and others safe.
- Recognise the impact and possible consequences of an accident or incident.

Alcohol (Drug Extension):

- Identify what is a risky choice.
- Identify the risks associated with alcohol.
- Develop and recognise skills and strategies to keep safe.
- Understand the difference between 'legal' and 'illegal' drugs.
- Carry out research around cannabis.
- Identify the risks associated with using cannabis.

Conception:

- Explain the terms 'conception' and 'reproduction'.
- Describe the function of the female and male reproductive systems.
- Identify the various ways adults can have a child.
- Explain various different stages of pregnancy.
- Identify the laws around consent.

Stealing:

- Explain what consent means.
- Recognise the importance of being honest and not stealing.
- Explain why it is important to have a trusting relationship between friends and family.
- Identify how making some choices can impact others lives in a negative way.

Worry:

- Recognise our thoughts, feeling and emotions.
- Identify how we can reduce our feeling of worry.
- Explain how we can support others who feel worried.
- Recognise that we can choose how we act on our emotions.

Making Friends Online:

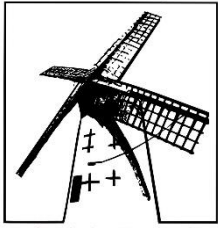
- List the key applications that we use now and in the future.
- Know and understand why some applications have age restrictions.
- Identify ways to keep yourself and others safe in a range of situations online and offline.
- Recognise that people may not always be who they say they are.

In-App Purchases:

- Know and understand various money-related terms.
- Recognise some of the ways in which we can spend money via technology.
- Describe the potential impact of spending money without permission.
- Identify strategies to save money.

British Values:

- Understand that there are a wide range of religions and beliefs in the UK.
- Explain each of the British Values.
- Create a range of values for your educational setting.
- Explain how all religions can live in cohesion.



Skills & Knowledge Progression: PSHE

Year Group	Hazard Watch	Fire Safety	First Aid
Year 1-3	<ul style="list-style-type: none"> • Know what items are safe to play with and what items are unsafe to play with. • Name potential dangers in different environments. • Know what food and drink items are safe or unsafe to eat or drink. • Name dangers that can affect others, for example, younger siblings. 	<ul style="list-style-type: none"> • Understand the importance of being responsible. • Know what a hoax call is. • Understand emergency services. • Show knowledge of fire safety to others. • Practise simple ways of staying safe and finding help. • Know that small fires can be dangerous. • Recognise the differences between safe and risky choices. 	
Year 4-6			<ul style="list-style-type: none"> • First Aid - Year 4 (Asthma and Anaphylactic Shock) • First Aid - Year 5 (Basic Life Support) First Aid - Year 6 (Part 1 - Head Injuries and Severe Bleeding) • First Aid - Year 6 (Part 2 - Minor Burns & Scalds and Fractures) • Assessment Summative • Standalone unit building on Keeping/Staying Safe, Being Responsible, and Fire Safety Modules.