



Our Global Explorer Curriculum
St Nicholas Primary
PSHE Progression Grid

PSHE Intent:







As a school we aim to ensure that all children leave us prepared for the world as 'Global Explorers' equipped with a secure understanding of themselves and others. Being 'spiritual' is one of the Big Ideas in our curriculum. At St Nicholas, children begin their PSHE education from the very start in Reception. We aim for all children at the end of the Foundation Stage to show an understanding of their own feelings and those of others as well as knowing right from wrong in the choices they make around school. Children completing Key Stage One will have an increased understanding of themselves and their relationships including what makes them feel safe and special. We aim for children at this stage to know what they are good at and what positive contributions they can make to group situations. When children leave St Nicholas at the end of Key Stage Two we expect them to have a wider understanding of different communities and cultures, locally and globally; being able to empathise and reflect on similarities and differences. PSHE is integrated throughout the school. Key ideas and themes are taught explicitly but also interwoven into other areas of the curriculum and other aspects of day-to-day life. Our Christian Values are vital in promoting concepts of PSHE; it is our aim that all children follow these values.

National Curriculum

EYFS	Key Stage One	Key Stage Two
<p>Personal, Social and Emotional Development</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.</p> <p>PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.</p> <p>However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.</p> <p>Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.</p>	

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils. In terms 5 and 6 our RSE teaching is covered by the Jigsaw scheme but is also supplemented by Love & Sex Matters – a Salisbury Diocesan scheme of work – to help support the school's Christian ethos. Objectives covered by Love & Sex Matters are written in a bold font.

Key Concepts

Being Me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>A sense of belonging; Welcoming others; Building the positive and nurturing ethos of the class/school; Being part of a school community, a wider community, a global community; Rights (UNCRC) and responsibilities; Working and socialising with others; School Council and pupil voice; The Learning Charter: rights, responsibilities, rewards and consequences.</p> 	<p>Similarities and differences – diversity; Appearance, disability, racism, power, friendships, conflict; Accepting everyone’s right to ‘difference’, regardless of their circumstances or choices; What is ‘normal’?; Bullying – what it is and what it isn’t, including cyber and homophobic bullying.</p> 	<p>Hopes and dreams; Goals to success; Learning and personal strengths; Challenges – team work skills and tasks; Overcoming obstacles; Enterprise and fundraising; Experiencing and managing feelings of pride, ambition, disappointment, success; Aspirations – jobs and careers; Dreams and goals of others in different cultures/countries; Dreams for the world .</p> 	<p>Exploring how to be healthy and make healthy choices which will benefit the children for their life. Learning about how to stay physically and mentally healthy and discuss ways to deal with real life situations that may come their way as they get older.</p> 	<p>Exploring what a healthy relationship is starting with friendship and how the children can navigate tricky situations that may occur during their childhood. Exploring and discussing real life situations that may happen when forming relationships and learning how to deal with online friendships and what to do if they feel worried or concerned. Thinking about healthy romantic relationships as they get older and what that means in terms of boyfriend and girlfriend.</p> 	<p>Thinking about how their body will change as they get older and how it has already changed since birth. Discussing and exploring the names for physical parts of the body including private parts and learning how to deal with situations that may arise in their life throughout school and when they leave school. Exploring how babies are made and linking sex to marriage or long term relationships as part of our SRE learning.</p> 

Key Concepts	Year 1
Being me in my world	<p>Term 1 – Being me in my world How does it feel to belong?</p> <p>Term 2 – Celebrating difference What differences are there between you and your friends?</p> <p>Term 3 – Dreams and goals How can we help each other when things are difficult?</p> <p>Term 4 – Healthy me What healthy choices do you make?</p> <p>Term 5 – Relationships Who are the members of your family?</p> <p>Term 6 – Changing me How have you changed since being a baby?</p>
<p>I know how to use my Jigsaw Journal</p> <p>I understand the rights and responsibilities as a member of my class.</p> <p>I know my views are valued and can contribute to the Learning Charter.</p> <p>I can recognise the choices I make and understand the consequences.</p> <p>I understand my rights and responsibilities within our Learning Charter.</p>	
Celebrating difference	
<p>I can identify similarities between people in my class.</p> <p>I can identify differences between people in my class.</p> <p>I can tell you what bullying is.</p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know how to make new friends.</p> <p>I can tell you some ways I am different from my friends.</p>	
Dreams and goals	
<p>I can set simple goals.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I understand how to work well with a partner.</p> <p>I can tackle a new challenge and understand how this might stretch my learning.</p> <p>I can identify obstacles that make it more difficult to achieve my new challenge and can work out how to overcome them.</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p>	
Healthy me	
<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices.</p> <p>I know how to keep myself clean and healthy, and understand how germs cause illness and disease.</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	
Relationships	
<p>I can identify the members of my family and understand that there are many different types of family.</p> <p>I can identify what being a good friend means to me.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I know who can help me in my school community.</p> <p>I can recognise my qualities as a person and a friend.</p>	

I can tell you why I appreciate someone who is special to me.

My family- those who care for me. (Lesson 5 in KS1)

Changing me

I am starting to understand the life cycles of animals and humans.

I can tell you some things about me that have changed and some things about me that have stayed the same.

I can tell you how my body has changed since I was a baby.

I can identify the parts of the body that make boys different to girls and can use the correct names for these; penis, testicles, vagina and anus.

I understand every time I learn something new I change a bit.

I can tell you about changes that have happened in my life.

Our wonderful bodies- pupils appreciate how amazing our bodies are. (Lesson 3 in KS1)

Key Concepts	Year 2
Being me in my world	
<p>I can identify some of my hopes and fears for this year.</p> <p>I understand the rights and responsibilities for being a member of my class and school.</p> <p>I can listen to other people and contribute my own ideas about reward and consequences.</p> <p>I can understand how following the Learning Charter will help me and others learn.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p>Term 1 – Being me in my world Why is it important to be responsible?</p> <p>Term 2 – Celebrating difference Are there always differences?</p>
Celebrating difference	
<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>I understand that bullying is sometimes about difference.</p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I understand that it is ok to be different from other people and to be friends with them.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>Term 3 – Dreams and goals How does it feel to set a goal and achieve it?</p> <p>Term 4 – Healthy me Which foods do our bodies need?</p>
Dreams and goals	
<p>I can choose a realistic goal and think about how to achieve it.</p> <p>I carry on persevering even when I find things different.</p> <p>I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>I can work well in a group.</p> <p>I can tell you some ways I worked well with my group.</p> <p>I know how to share success with other people.</p>	<p>Term 5 – Relationships Who are the people around us that we can trust?</p> <p>Term 6 – Changing me How do our faces/bodies change as we get older?</p>
Healthy me	
<p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I understand how medicines work in my body and how important it is to use them safely.</p> <p>I can sort foods into correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can decide which foods to eat to give me energy.</p>	
Relationships	
<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I understand that there are many forms of physical contact within a family and that some of this is acceptable and some of this is not.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p>	

I recognise and appreciate people who can help me in my family, my school and my community.

I can express my appreciation for the people in my special relationships.

How we love and care for our friends- saying sorry and starting again. (Lesson 7 in KS1)

Changing me

I can recognise cycles of life in nature.

I can tell you about the natural process of growing from young to old and understand that this is not in my control.

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.

I can recognise the physical differences between boys and girls using the correct names for parts (penis, vagina, testicles, anus) and appreciate some parts of my body are private.

I understand there are different types of touch and can tell you ones I like and I do not like.

I can identify what I am looking forward to when I move to my next class.

How we love and care for ourselves- how to look after your body and make good decisions. (Lesson 6 in KS1)

Key Concepts	Year 3
<p>Being me in my world</p> <p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I can face new challenges positively, make responsible choices and ask for help when I need it. I understand why rules are needed and how they relate to rules and responsibilities. I understand that my actions affect others and I care about other people’s feelings. I can make responsible choices and take action. I understand my actions affect others and try to see things from their point of view.</p>	<p>Term 1 – Being me in my world What do you need in order to learn?</p> <p>Term 2 – Celebrating difference How are we special, unique and different?</p> <p>Term 3 – Dreams and goals Is it good to have dreams and goals?</p>
<p>Celebrating difference</p> <p>I understand that everybody’s family is different and important to them. I understand that differences and conflicts sometimes happen among family members. I know what it means to be a witness to bullying. I know that witnesses can make the situations worse or better by what they do. I recognise that some words are used in hurtful ways. I can tell you about a time when my words affected someone’s feelings and what the consequences were.</p>	<p>Term 4 – Healthy me How would you help someone else in a scary situation?</p>
<p>Dreams and goals</p> <p>I can tell you about a person who has faced difficult challenges and achieved success. I can identify a dream/ambition that is important to me. I enjoy facing new learning challenges and working out the best ways to achieve them. I am motivated and enthusiastic about achieving new challenges. I can recognise obstacles that might hinder my achievement and can take steps in overcome them. I can evaluate my own learning process and identify how it can be better next time.</p>	<p>Term 5 – Relationships What rights should all children have?</p> <p>Term 6 – Changing me How are the changes that happen to a boy and girl different?</p>
<p>Healthy me</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs. I know that the amount of calories, fat and sugar I put into my body will affect my health. I can tell you my knowledge and attitude towards drugs. I can identify things, people and places I need to keep safe from. I can identify when something feels safe or unsafe. I understand how complex my body is and how important it is to take care of it.</p>	
<p>Relationships</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and females. I can identify and put into practice some of the skills of friendship. I know and can use some strategies for keeping safe online.</p>	

I can explain how some of my actions and work of people around the world help and influence my life.
I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.

I know how to express my appreciation to my friends and family.

My World Your World- how our actions affect others (Lesson 2 in KS2)

I can describe ways in which what I do might affect other people emotionally or physically.

I can explain how recognising how my actions influence other people can help me make right decisions.

Changing me

I understand that in animals and humans lots of changes happen between conception and growing up and usually it is the female that has the baby.

I understand how babies grow and develop in the mother's uterus.

I understand what a baby needs to live and grow.

I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.

I can identify how boys' and girls' bodies change on the outside during the growing up process.

I can identify how boys' and girls' bodies change on the inside during the growing up process.

I can start to recognise stereotypical ideas I may have about parenting and family roles.

I can identify what I am looking forward to when I move to my next class.

Making Me- thinking about factors, which contribute to an identity and makes someone valuable. (Lesson 1 in KS2)

I can describe what makes me 'me.'

I can explain why I am valuable.

I can explain why all people are valuable.

Key Concepts	Year 4
<p>Being me in my world</p> <p>I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the roles they play and how I fit into it. I understand how school democracy works through the School Council. I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community.</p>	<p>Term 1 – Being me in my world How do people in our school community help us to learn?</p> <p>Term 2 – Celebrating difference What characteristics do you like about you and your friends</p> <p>Term 3 – Dreams and goals How can you be more resilient?</p>
<p>Celebrating difference</p> <p>I understand that, sometimes, we make assumptions on what people look like. I understand what influences me to make assumptions based on how people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure. I can tell you why witnesses sometimes join in with bullying and sometimes don’t tell. I can identify what is special about me and value the ways in which I am unique. I can tell you a time when my first impression of someone changed when I got to know them.</p>	<p>Term 4 – Healthy me Is being healthy only about eating well and being active?</p> <p>Term 5 – Relationships Do relationships stay the same?</p>
<p>Dreams and goals</p> <p>I can tell you about some of my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to make a new plan and set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. I can identify the contributions made by myself and others to the group’s achievement.</p>	<p>Term 6 – Changing me How do you manage change?</p>
<p>Healthy me</p> <p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	
<p>Relationships</p> <p>I can recognise situations which can cause jealousy in relationships. I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see.</p>	

I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.

I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.

I know how to show love and appreciation to the people and animals who are special to me.

Changing me

I understand that some of my personal characteristics come from my birth parents because I am made from the joining of a sperm and an egg.

I can correctly label the internal and external parts of a male and female body that are necessary for making a baby.

I can describe how a girls' body changes in order for her to be an adult and that menstruation (having periods) is a part of this.

I know how the circle of change works and can apply it to changes that I want to make in my life.

I can identify changes that have been and may continue to be outside of my control that I have learnt to accept.

I can identify what I am looking forward to when I move to my next class.

Key Concepts	Year 5
<p>Being me in my world</p> <p>I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a citizen of my country. I understand my rights and responsibilities as a citizen of my country and a member of my school. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p>Term 1 – Being me in my world Can you recognise when your mind is open and ready to learn?</p> <p>Term 2 – Celebrating difference Do you understand the different types of bullying?</p> <p>Term 3 – Dreams and goals Can you think of realistic dreams and goals?</p>
<p>Celebrating difference</p> <p>I understand that cultural differences sometimes cause conflict. I understand what racism is. I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world. I can understand a different culture from my own.</p>	<p>Term 4 – Healthy me What skills do you need in an emergency situation?</p> <p>Term 5 – Relationships Can you keep safe in the online community?</p>
<p>Dreams and goals</p> <p>I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I can describe the dreams and goals of young people in a culture different to mine. I understand that communicating with someone in a different culture means we can learn from each other. I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this.</p>	<p>Term 6 – Changing me How do you maintain positive body image throughout puberty?</p>
<p>Healthy me</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I understand how the media, social media and celebrity culture promotes certain body types. I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p>	

Relationships

I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.

I understand that belonging to an online community can have positive and negative consequences.

I understand there are rights and responsibilities in an online community or social network.

I know there are rights and responsibilities when playing a game online.

I can recognise when I am spending too much time using devices.

I can explain how to stay safe when using technology to communicate with my friends.

Firm Foundations: thinking about the foundations for a relationship and how this might affect whom they date.

(Lesson 4 in KS2)

I can describe characteristics that will help build a good relationship and why these are important.

I can explain the sort of things I might look for in a friend or a partner and why.

Changing me

I am aware of my own self-image and how my body image fits into this.

I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.

I can describe how boys and girls bodies change during puberty.

I understand that sexual intercourse can lead to conception and that is how babies are usually born. I also understand that sometimes IVF is needed to help people have a baby.

I can identify what I am looking forward to about becoming a teenager. I am confident that I can cope with the changes that growing up will bring.

I can identify what I am looking forward to about my next class.

Changing Bodies - Thinking about the physical and emotional changes that take place during puberty (Lesson 3 in KS2)

I can describe how I will physically and emotionally change during puberty.

Key Concepts	Year 6
<p>Being me in my world</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know that there are universal rights for all children but for many children these rights are not met.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits the school community.</p>	<p>Term 1 – Being me in my world <i>How can you make a decision a democratic one?</i></p> <p>Term 2 – Celebrating difference <i>What strategies could you use to solve a conflict?</i></p> <p>Term 3 – Dreams and goals <i>Can you be an advocate to help make the world a better place?</i></p>
<p>Celebrating difference</p> <p>I understand there are different perceptions about what normal means.</p> <p>I understand how being different could affect someone's life.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p>	<p>Term 4 – Healthy me <i>What ways can you manage stress?</i></p> <p>Term 5 – Relationships <i>How can you take care of your mental health?</i></p>
<p>Dreams and goals</p> <p>I know my learning strengths and can set challenging but realistic goals for myself.</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I can work with other people to help make the world a better place.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I know what some people in my class like or admire about me and can accept their praise.</p>	<p>Term 6 – Changing me <i>How do maintain positive self-esteem?</i></p>
<p>Healthy me</p> <p>I can take responsibility for my health and make choices that benefit my health and well-being.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and the heart.</p> <p>I understand that some people can be exploited and made to do things that are against the law.</p> <p>I know why some people join gangs and the risks this involves.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health.</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	
<p>Relationships</p>	

I know that it is important to take care of my mental health.
I know how to take care of my mental health.
I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
I can recognise when people are trying to gain power or control.
I can judge whether something online is safe and helpful for me.
I can use technology positively and safely to communicate with my friends and family.
Marriage: reflecting on the meaning and the significance of marriage and how these can benefit an individual and a community. (Lesson 5 in KS2)
I can describe why Christians think marriage is important.
I can explain how marriage is good for relationships within the family and the wider community.
In Need of restoration: The role of forgiveness in sustaining and deepening relationships. (Lesson 7 in KS2)
I can explain why it is good to forgive people.
I can describe some situations when I think you should or should not show forgiveness and explain why.

Changing me

I am aware of my own self-image and how my body image fits into this.
I can explain how girls and boys bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
I can describe how a baby develops from conception through the 9 months of pregnancy and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and that might mean about having a girlfriend/boyfriend.
I am aware of the importance of positive self-esteem and what I can do to develop it.
I can identify what I am looking forward to and what worries me about the transition to secondary school.
Great Expectations: Thinking about the meaning of sex and why it is best kept for marriage or long-term relationships. (Lesson 6 in KS2)
I can explain what I think 'healthy sexual behaviour' is.
I can describe what some religions and cultures think about sex.
I can give reasons why it might be good for sex to be kept for a marriage or long-term relationship.