

Heptonstall School – PSHE Progression (Taken from Twinkl Life scheme which uses the PSHE association long term plan)

EYFS <i>Personal, Social and Emotional Development</i>	Autumn	Spring	Summer	
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing:	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout EYFS</i>				
PSHE units	<i>Growing up cycle A summer 2</i>	<i>It's my body cycle B autumn 2</i>	<i>Safety first cycle A autumn 2</i>	<i>Growing up cycle A summer 2</i>
KS1	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H22. to recognise the ways in which we are all unique H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group R3. About different types of families including those that may be different to their own R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R23. to recognise the ways in which they are the same and different to others	H1. about what keeping healthy means, different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. That sometimes people may behave differently online, including by pretending to be someone they are not R15. How to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H22. to recognise the ways in which we are all unique H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group R3. About different types of families including those that may be different to their own R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R23. to recognise the ways in which they are the same and different to others
PSHE units	<i>Aiming high cycle B spring 2</i>	<i>Diverse Britain cycle B spring 1</i>	<i>Money matters cycle B summer 1</i>	<i>One world cycle A summer 1</i>
KS1	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things	R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment L4. about the different groups they belong to	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do	R2. To identify the people who love and care for them and what they do to help them feel cared for R3. About different types of families including those that may be different to their own R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment

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	L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people		L6. to recognise the ways they are the same as, and different to, other people
PSHE units	<i>Be yourself cycle B summer 2</i>	<i>Digital wellbeing cycle A spring 1</i>	<i>TEAM cycle B autumn 1</i>	<i>VIPs cycle A autumn 1</i>
KS1	H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike R25. how to talk about and share their opinions on things that matter to them	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. That sometimes people may behave differently online, including by pretending to be someone they are not R15. How to respond safely to adults they don’t know L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true	H23. to identify what they are good at, what they like and dislike R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. To identify the people who love and care for them and what they do to help them feel cared for R7. About how to recognise when they or someone else feels lonely and what to do R9. How to ask for help if a friendship is making them feel unhappy R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively L4. about the different groups they belong to L14. that everyone has different strengths	H14. how to recognise what others might be feeling H16. about ways of sharing feelings; a range of words to describe feelings H23. to identify what they are good at, what they like and dislike H33. about the people whose job it is to help keep us safe R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. To identify the people who love and care for them and what they do to help them feel cared for R3. About different types of families including those that may be different to their own R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. About how people make friends and what makes a good friendship R7. About how to recognise when they or someone else feels lonely and what to do R8. Simple strategies to resolve arguments between friends positively R9. How to ask for help if a friendship is making them feel unhappy R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. About how people may feel if they experience hurtful behaviour or bullying R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R21. about what is kind and unkind behaviour, and how this can affect others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them
PSHE units	<i>Growing up cycle A summer 2</i>	<i>It’s my body cycle B autumn 2</i>	<i>Safety first cycle A autumn 2</i>	<i>Growing up cycle A summer 2</i>
LKS2	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H26. that for some people gender identity does not correspond with their biological sex	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	H35. about the new opportunities and responsibilities that increasing independence may bring H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental

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	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene<sup>3</sup></p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	<p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R9. how to recognise if family relationship</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p>	<p>health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others<sup>3</sup> © PSHE Association 2020   11</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H36. strategies to manage transitions between classes and key</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>
<p>PSHE units</p>	<p align="center"><i>Aiming high cycle B spring 2</i></p>	<p align="center"><i>Diverse Britain cycle B spring 1</i></p>	<p align="center"><i>Money matters cycle B summer 1</i></p>	<p align="center"><i>One world cycle A summer 1</i></p>
<p>LKS2</p>	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships<sup>3</sup></p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe<sup>3</sup></p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday</p>

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	<p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>
PSHE units	<i>Be yourself cycle B summer 2</i>	<i>Digital wellbeing cycle A spring 1</i>	<i>TEAM cycle B autumn 1</i>	<i>VIPs cycle A autumn 1</i>
LKS2	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationship</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>

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	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships<sup>5</sup></p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
PSHE units	<i>Growing up cycle A summer 2</i>	<i>It's my body cycle B autumn 2</i>	<i>Safety first cycle A autumn 2</i>	<i>Growing up cycle A summer 2</i>
UKS2	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene<sup>5</sup></p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others<sup>5</sup> © PSHE Association 2020   11</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>

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	<p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>		<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>
<p>PSHE units</p>	<p align="center"><i>Aiming high cycle B spring 2</i></p>	<p align="center"><i>Diverse Britain cycle B spring 1</i></p>	<p align="center"><i>Money matters cycle B summer 1</i></p>	<p align="center"><i>One world cycle A summer 1</i></p>
<p>UKS2</p>	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

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	<p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally;</p>		
PSHE units	<i>Be yourself cycle B summer 2</i>	<i>Digital wellbeing cycle A spring 1</i>	<i>TEAM cycle B autumn 1</i>	<i>VIPs cycle A autumn 1</i>
UKS2	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>	<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); 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about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationship</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that</p>

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	<p>everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results                  L13. about some of the different ways information and data is shared and used online, including for commercial purposes                  L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information                  L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images                  L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own                  R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with                  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws                  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others                  L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)                  L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret                  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this                  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)                  R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online                  R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
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	<b>Health and well being</b>	<b>Living in the wider world</b>	<b>Relationships</b>
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Heptonstall School – PSHE Progression (Taken from Twinkl Life scheme which uses the PSHE association long term plan)

<p>KS1 Program of study</p>	<p><u>Healthy lifestyles (physical well-being)</u>  H1. about what keeping healthy means, different ways to keep healthy  H2. about foods that support good health and the risks of eating too much sugar  H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday  H4. about why sleep is important and different ways to rest and relax  H5. simple hygiene routines that can stop germs from spreading  H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy  H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health  H8. how to keep safe in the sun and protect skin from sun damage  H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  H10. about the people who help us to stay physically healthy</p> <p><u>Mental Health</u>  H11. about different feelings that humans can experience  H12. how to recognise and name different feelings  H13. how feelings can affect people’s bodies and how they behave  H14. how to recognise what others might be feeling  H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things  H16. about ways of sharing feelings; a range of words to describe feelings  H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good  H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it  H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><u>Ourselves, growing and changing</u>  H21. to recognise what makes them special  H22. to recognise the ways in which we are all unique  H23. to identify what they are good at, what they like and dislike  H24. how to manage when finding things difficult  H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)  H26. about growing and changing from young to old and how people’s needs change  H27. about preparing to move to a new class/year group</p> <p><u>Keeping safe</u>  H28. about rules and age restrictions that keep us safe  H29. to recognise risk in simple everyday situations and what action to take to minimise harm  H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  H31. that household products (including medicines) can be harmful if not used correctly  H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  H33. about the people whose job it is to help keep us safe  H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  H35. about what to do if there is an accident and someone is hurt  H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p><u>Drugs, alcohol and tobacco</u>  H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p><u>Shared responsibilities</u>  L1. about what rules are, why they are needed, and why different rules are needed for different situations  L2. how people and other living things have different needs; about the responsibilities of caring for them  L3. about things they can do to help look after their environment</p> <p><u>Communities</u>  L4. about the different groups they belong to  L5. about the different roles and responsibilities people have in their community  L6. to recognise the ways they are the same as, and different to, other people</p> <p><u>Media literacy and digital resilience</u>  L7. about how the internet and digital devices can be used safely to find things out and to communicate with others  L8. about the role of the internet in everyday life  L9. that not all information seen online is true</p> <p><u>Economic wellbeing – Money</u>  L10. what money is; forms that money comes in; that money comes from different sources  L11. that people make different choices about how to save and spend money  L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want  L13. that money needs to be looked after; different ways of doing this</p> <p><u>Economic wellbeing – aspirations, work and career</u>  L14. that everyone has different strengths  L15. that jobs help people to earn money to pay for things  L16. different jobs that people they know or people who work in the community do  L17. about some of the strengths and interests someone might need to do different jobs</p>	<p><u>Families and close positive relationships</u>  R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives  R2. To identify the people who love and care for them and what they do to help them feel cared for  R3. About different types of families including those that may be different to their own  R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong  R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><u>Friendships</u>  R6. About how people make friends and what makes a good friendship  R7. About how to recognise when they or someone else feels lonely and what to do  R8. Simple strategies to resolve arguments between friends positively  R9. How to ask for help if a friendship is making them feel unhappy</p> <p><u>Managing hurtful behaviour and bullying</u>  R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online  R11. About how people may feel if they experience hurtful behaviour or bullying  R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><u>Safe relationships</u>  R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  R14. That sometimes people may behave differently online, including by pretending to be someone they are not  R15. How to respond safely to adults they don’t know  R16. about how to respond if physical contact makes them feel uncomfortable or unsafe  R17. about knowing there are situations when they should ask for permission and also when their permission should be sought  R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)  R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe  R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><u>Respecting self and others</u>  R21. about what is kind and unkind behaviour, and how this can affect others  R22. about how to treat themselves and others with respect; how to be polite and courteous  R23. to recognise the ways in which they are the same and different to others  R24. how to listen to other people and play and work cooperatively  R25. how to talk about and share their opinions on things that matter to them</p>
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	<p align="center"><b>Health and well being</b></p>	<p align="center"><b>Living in the wider world</b></p>	<p align="center"><b>Relationships</b></p>
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## Heptonstall School – PSHE Progression (Taken from Twinkl Life scheme which uses the PSHE association long term plan)

<p>KS2 Program of study</p>	<p><u>Healthy lifestyles (physical wellbeing)</u>  H1. how to make informed decisions about health  H2. about the elements of a balanced, healthy lifestyle  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  H5. about what good physical health means; how to recognise early signs of physical illness  H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle  H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn  H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed  H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)  H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer  H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online  H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><u>Mental health</u>  H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing  H17. to recognise that feelings can change over time and range in intensity  H18. about everyday things that affect feelings and the importance of expressing feelings  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult  H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><u>Ourselves growing and changing</u>  H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  H26. that for some people gender identity does not correspond with their biological sex  H27. to recognise their individuality and personal qualities  H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth  H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction  H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)  H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for  H34. about where to get more information, help and advice about growing and changing, especially about puberty  H35. about the new opportunities and responsibilities that increasing independence may bring  H36. strategies to manage transitions between classes and key stages</p>	<p><u>Shared responsibilities</u>  L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  L2. to recognise there are human rights, that are there to protect everyone  L3. about the relationship between rights and responsibilities  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><u>Communities</u>  L6. about the different groups that make up their community; what living in a community means  L7. to value the different contributions that people and groups make to the community  L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities  L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><u>Media literacy and digital resilience</u>  L11. recognise ways in which the internet and social media can be used both positively and negatively  L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  L13. about some of the different ways information and data is shared and used online, including for commercial purposes  L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information  L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images  L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><u>Economic wellbeing – Money</u>  L17. about the different ways to pay for things and the choices people have about this  L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’  L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  L20. to recognise that people make spending decisions based on priorities, needs and wants  L21. different ways to keep track of money  L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe  L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations  L24. to identify the ways that money can impact on people’s feelings and emotions</p> <p><u>Economic wellbeing – aspirations, work and career</u>  L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes  L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life  L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them  L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)  L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid  L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation  L31. to identify the kind of job that they might like to do when they are older  L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p><u>Families and close positive relationships</u>  R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different  R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong  R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others  R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability  R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty  R9. how to recognise if family relationship</p> <p><u>Friendships</u>  R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing  R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships  R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  R13. the importance of seeking support if feeling lonely or excluded  R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  R16. how friendships can change over time, about making new friends and the benefits of having different types of friends  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><u>Managing hurtful behaviour and bullying</u>  R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour  R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support  R21. about discrimination: what it means and how to challenge it</p> <p><u>Safe relationships</u>  R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns  R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know  R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  R26. about seeking and giving permission (consent) in different situations  R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret  R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p><u>Respecting self and others</u></p>
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Heptonstall School – PSHE Progression (Taken from Twinkl Life scheme which uses the PSHE association long term plan)

	<p><u>Keeping safe</u>  H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  H38. how to predict, assess and manage risk in different situations  H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe  H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)  H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about  H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  H43. about what is meant by first aid; basic techniques for dealing with common injuries  H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say  H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p><u>Drugs, alcohol and tobacco</u>  H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others  H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping  H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>Cg. what democracy is, and about the basic institutions that support it locally and nationally;</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online  R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships  R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
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