



Crawley Down Village C of E School

PSHE curriculum progression document

Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26



Intent

At Crawley Down School we aim to provide a PSHE curriculum that keeps Christian values at its core, whilst preparing children for the responsibilities and challenges of adult life. We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and promote the development of positive attitudes. The teaching of our curriculum has safeguarding at its centre. Our children are provided with regular sustained opportunities to develop the knowledge, skills and values they will need to make safe, healthy, responsible and caring choices in an every-changing world. Our intention is that when children leave Crawley Down, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Personal Development curriculum embedded across the year.					
Year 1	Friendship, conflict, anti-bullying		Risks and keeping safe in emergencies		Hygiene and Health	Identity and Stereotypes
Year 2	Keeping safe in real life and online		Secrets and consent	Identity - sense of self, differences in families	Hygiene and Health	Drugs
Year 3	Risks and keeping safe in emergencies	Feeling safe and secrets	Friendships and Bullying	E- Safety	Relationships and community	Self-esteem and gender stereotypes
Year 4	Hygiene and health	Healthy Lifestyles	Identity and Stereotypes online	Validity of digital information	Body Privacy and consent	Puberty
Year 5	Risks and keeping safe in emergencies		Online relationships, cyberbullying and keeping safe online.		Digital Literacy- Online manipulation of images	Puberty
Year 6	Digital Literacy - Validity of online information	Identify, discrimination, stereotypes, protected characteristics	Healthy lifestyles	Drugs and Peer Pressure	Maintaining Friendships	Transition

EYFS

By the end of the year children will:

PSED	Autumn 1 Once Upon a Time – Wonderful Me & Families	Autumn 2 Once Upon a Time – Traditional Tales	Spring 1 Look up - Space	Spring 2 Look Up - Aliens	Summer 1 Mammoth to Mini - Dinosaurs	Summer 2 Mammoth to Mini – Minibeasts and planting	Early Learning Goals
Self-regulation	Children will know how to make the right choice and the consequences of not doing so. The children will explain the reasons for rules – class/school expectations	Children will know the effects of their behaviour on others. Children will know how to identify their feelings, using books such as ‘The Colour Monster’ to support understanding. Children will know the school ‘High 5’ values; creativity, challenge, team work, independence, respect	Children will be able to focus during longer whole class lessons Children will know to use the calm corner when they are feeling upset/angry.	Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. To identify and moderate their own feelings socially and emotionally	Children will be able to control their emotions using a range of techniques (start of Zones of Regulation) Children will know how to resolve a problem by talking it through with a friend or adult.	Children will know how to overcome challenges, using books such as ‘The Most Magnificent Thing’.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Building relationships	Children will know how to treat others in our class using the statement ‘Kind hands and kind words’. Children will seek support of adults when needed Children will gain confidence to speak to peers and adults	Children will be able to describe what makes a good friend including attributes such as listening and sharing. Children will play with children who are playing with the same activity Children will begin to develop friendships Children will build positive relationships with all adults in the setting	Children will see themselves as unique by sharing their hobbies and interests. Children will be able to take turns Children will begin to work in a group with adult support	Children will listen to the ideas of other children and agree on a solution and compromise	Children will be able to work as a group without adult support	Children will develop relationships with other adults around the school	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.
Managing self	Children will learn how to wash hands independently Children will be able to put a coat on independently Children will use the toilet independently. Children will understand basic body privacy. Knowing what’s in your pants is private.	Children will gain confidence to try new activities Children will practise doing up a coat zip and buttons	Children will know how regular exercise is important for their health. Children will begin to show resilience and perseverance in the face of challenge	Children will know about the importance of a good sleep routine for their health. Children will know how regular teeth brushing is important for their health. Children will become independent in selecting resources they need to achieve tasks Children will show a ‘can do’ attitude	Children will know what a sensible amount of screen time is and why this is important for their health. Children will learn how to tie up shoe laces Children will independently manage their own needs – buttons, zips, socks, coat	Children will show resilience and perseverance in the face of challenge Children will know how to be a safe pedestrian and why this is important. Children will understand the importance of healthy food choices	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet. Understand the importance of healthy food choices.

Year 1

By the end of the year children will:

Ongoing Content– ongoing weekly PSHE/zones lesson

Emotional Resilience – Feelings and Emotions

- Be able to discuss how having a range of feelings can make you feel
- Notice and identify feelings in themselves and others
- Develop a vocabulary to describe and explain own feelings
- Demonstrate how our faces and bodies show these feelings to others

Autumn - Paddington

By the end of the autumn term children will:

Keeping Safe and Risks –Fair and unfair/right and wrong/rules

- describe what fair and unfair / right and wrong means
- explain how class/group rules help them to learn and make the classroom a safe place

Family, friends and relationships – special people

- To know the people who are important to them
- To be able to identify special people in their lives
- To describe what makes them special
- Different family make ups

Family, friends and relationships – friends and friendship

- To begin to feel part of a class group and enjoy it
- To appreciate the worth of being different
- Think about why bullying is unacceptable (anti-bullying week)

Self-Image, Mental health and Wellbeing – Online activities

- Understand the different ways we can go online

Body Privacy and saying Yes or No (PANTS rule)

- To know what's in your pants is private
- To understand the private parts of our body

Spring – Crowns and Castles

By the end of the spring term children will:

Body Privacy and saying Yes or No (PANTS rule)

- To know what's in your pants is private
- To understand the private parts of our body

Keeping Safe and Risks – Feeling safe

- Recognise choices have consequences and these may be good or not so good
- Identify the adults in school, at home and the wider environment who keep them safe

Keeping safe and emergencies – Helping us stay safe

- Identify a range of jobs in the community who help keep us safe and what it is that they do
- Know a range of people who can help keep them safe in a wider range of situations

Keeping safe and emergencies – staying safe in emergencies

- Know how to access emergency services (appropriately)
- Know some ways of proactively and responsibly seeking help in different situations

Summer – A Gardeners' World

By the end of the summer term children will:

Body Privacy and saying Yes or No (PANTS rule)

- To know what's in your pants is private
- To understand the private parts of our body

Sense of Self – Uniqueness, similarities and differences.

- What is unique?
- Recognise some stereotypes.
- How are we the same?

Identity - Boys, Girls and Stereotypes

- To be able to recognise and challenge stereotypes
- To understand that boys and girls can do some tasks and enjoy the same things...

Wellbeing – Well and unwell

- Know what is meant by the terms well and unwell
- Identify feelings of well and unwell – physically and emotionally
- Describe the link between physical health and emotional wellbeing

Hygiene and Protecting your health – well, unwell and spread of germs

- Be able to recognise when I feel well or unwell
- Be able to make decisions about what to do when I feel unwell

Hygiene and health – well, unwell and spread of germs

- Be able to decide what to do when others feel unwell

Transition:

- Know that we make our own choices about behaviour.
- Know that how we behave might change in different situations.
- Develop an understanding of changing behaviour habits.

Year 2

By the end of the year children will:

Ongoing Content– ongoing weekly PSHE/zones lesson

Emotional Resilience – Feelings and Emotions

- Identify strategies to manage different feelings
- Describe differences and similarities between being hurt physically and emotionally
- Develop a vocabulary to describe and explain own feeling

Autumn – London’s Burning

By the end of the autumn term children will:

Keeping Safe and Risks –Fair and unfair/right and wrong/rules

- describe what fair and unfair / right and wrong means
- explain how class/group rules help them to learn and make the classroom a safe place

Keeping safe and emergencies – staying safe in emergencies

- Know how to access emergency services (appropriately)
- To be able to use basic first aid techniques -First Aid training

Online Reputation – Digital Footprints, cyberbullying and risk of sharing online

- Understand the different places and ways people can communicate online.
- Explain why I should be careful who I trust online and what information I should trust.
- Identify how to behave positively online.
- Describe what is appropriate to say and do on different online settings/platforms.
- Know who I should ask if I’m not sure if I should put something online.
- To understand the risk of putting or sharing information on the internet.
- To know how my information can be used online for harm.
- Identify why and when somethings need to be kept private and why (passwords etc)
- Recognise the feeling of being unsure or hurt about something that has been shared when it was private.
- Describe places they need to be safe and what they would do in each of them to be safe.
- Describe ways to keep safe online.

Self-Image, Mental health and Wellbeing

- Identify what to do if they think someone is being bullied

Identity

- Similarities and differences
- To appreciate the worth of being different.
- Identify the similarities and differences between others

Spring - Africa

By the end of the spring term children will:

Emotional Resilience – Secrets and Privacy

- Give examples of surprise that are nice to keep a secret
- Explain what a secret is and what it means to keep a secret
- Explain that no-one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt.

Sense of self – Stereotypes – Boys and Girls – use book All are welcome.

- Consider why all families are different
- Value the way their family is special
- To understand that if someone leaves they might still love them.

Identity – Change in growth (link to Science)

- To know the human life cycle including birth.
- To name the main external parts of the body.

Body Privacy and saying Yes or No (PANTS rule)

- To understand the private parts of our body.
- To know the difference between appropriate and inappropriate touch.
- To know some basic rules about keeping themselves safe.

Family, friends and relationships

- family: kindness, relationship and love
- Consider why all families are different
- Value the way their family is special
- To understand that if someone leaves they might still love them.

Identity - Similarities and differences

- To appreciate the worth of being different.
- Identify the similarities and differences between others.

Summer – What a Wonderful World

By the end of the summer term children will:

Hygiene and Protecting your health – well, unwell and spread of germs

- Recognise how some diseases can be spread and that these can be controlled by personal hygiene practices.
- Explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene.
- To know about basic personal hygiene routines and why these are important.

Transition – Coping with Loss and changing situations

Drugs, Alcohol and Tobacco – looking after our bodies safely

- Identify what goes onto and into people bodies and how this can make people feel.
- Describe ways to keep safe around household products.
- To understand why safety rules are necessary.

Drugs, Alcohol and Tobacco –medicines and safety

- To understand the benefits of medicines/drugs.
- To know people take medicines/drugs for different reasons.
- To know the safety rules for using medicine/drugs.

Year 3

By the end of the year children will:

Ongoing Content– ongoing weekly PSHE/zones lesson

Emotional Resilience – Feelings and Emotions

- Recognise own and others feelings.
- Increase empathy for others and awareness of how personal feelings and behaviours can impact upon others.
- Understand the importance of taking responsibility for themselves and others.

Autumn – Home Is Where The Heart Is

By the end of the autumn term children will:

Keeping safe and risks – Safety rules and laws

- Give reasons and examples of why different rules are needed in different situations
- Identify and show an understanding of school rules about health and safety
- Consider the impact on self and others if these are not followed
- Making decisions, taking risks and influences (touch on peer pressure)
- Keeping safe and emergencies – Risk, hazard and emergency
- Recognise choices have consequences, and that these may be good or not so good
- Identify the adults in school, at home and in the wider environment who help keep them safe
- Identify ways to express feeling safe or unsafe
- Identify ways to keep themselves safe in different situations

Being Safe - Early warning signs, saying yes or no, secrets

- To recognise the physical signs our bodies give us when we are feeling unsafe or scared
- Describe how secrets make us feel
- Understand when it is appropriate to take a risk and when to say no and seek help
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Spring – Mission Impossible

By the end of the spring term children will:

Key text - Bullying- Angel of Nitshill road.

Relationships – friendships and bullying

- Describe how people can make and maintain friendships with others
- Identify why it is important to ‘think before we act’
- Identify peaceful ways to solve problems that might arise

Identify how teasing, bullying and aggression can make someone feel and negatively affect them

E -Safety –keeping safe

Online relationships and Media – Personal boundaries and privacy

- What do people like to share together?
- What do we need or want to keep private?
- How might it feel if something private is shared?

Self- image, mental health and wellbeing – managing time online

- Know that we can see ourselves reflected online as well as seeing people who are not the same
- Be able to describe how online posts may impact on how people feel about themselves and others
- To know how to seek help when feelings are impacted by the way others appear online
- To recognise that some people may pretend to be someone else online and why

Summer - Invasion

By the end of the summer term children will:

Identify – Gender Expectations

- To consider personal attitudes to gender roles and stereotyping
- To understand how gender is stereotyped
- Understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that
- Family and Friendship, Relationships – Possible text ‘The family book’

Sense of self – image and representation

- Express positive qualities about themselves
- Understand how we can build a positive self-esteem
- Understand that self-image affects self confidence
- Consider how our actions affect the self-esteem of others

Family and Friendship, Relationships – Types of relationship, love and commitment

- To develop an understanding of different types of relationships including marriage
- Identify the types of relationships they have with those who are important to them (family, friends, neighbours etc...)

Relationships – Community and belonging

- Know what ‘community’ means
- Recognise that we all belong to different communities as well as our school community
- Consider why people may ‘volunteer’ or choose to work for the community and what difference this makes to others

Year 4

By the end of the year children will:

Ongoing Content– ongoing weekly PSHE/zones lesson

Emotional Resilience – Feelings and Emotions

- Increase empathy for others and awareness of how personal feelings and behaviours can impact upon others.
- Understand the importance of taking responsibility for themselves and others.
- Describe how different feelings make people behave and think
- Know how peoples bodies and faces show their feelings

Autumn – Inside Out

By the end of the autumn term children will:

Keeping safe and risks – Safety rules and laws

Keeping safe and emergencies – responsibility to be safe.

First Aid training

Hygiene and Protecting your health – sleep and health

- Consider ways to develop positive sleep habits
- Describe bedtime routines that help improve sleep
- Understand the importance of sleep and how it affects the way we feel
- Consider the parts of daily life choices that can impact on sleep
- Describe the impact of screen and phone use late at night
- Explain the importance of sleep for wellbeing and brain function, particularly during adolescence
- Explore a range of strategies for ensuring appropriate sleep patterns and practices

Eating Well and Being Active – Healthier lifestyle choices

- Identify that a habit might be something someone does occasionally, often, or all the time
- Identify habits that help us and habits that do not and some examples of healthy habits
- Give reasons why habits can be hard to change

Eating Well and Being Active – influences on exercise and consequences of choice

- Recognize what is meant by a ‘balanced’ lifestyle
- Identify what foods should be eaten regularly to maintain good health
- Describe how people can make informed decisions about what to eat or drink and when

Hygiene and Protecting your health – cleanliness, germs and immunisation

- explain how bacteria and viruses can be passed on from one person to another
- describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs

Spring – A Glimpse of Gold

By the end of the spring term children will:
Self- image, mental health and wellbeing – identities online and influence

- To consider what is unique about me that is part of what I am and how this may be affected by what I put online.
- explore how parts of identity can be seen as positive or negative and recognise ways to have a positive impact on others
- Know that identity online can be presented in many ways including gender.
- consider how the media can shape ideas about gender

Online and Critical thinking : Validity of information

- know who I am sharing information with
- be able to spot things that may be false online
- explain why information that is online and in the media may be inaccurate or untrue
- know what to do if someone wants information from me,
- know what to do if someone wants to meet me

Summer – Water, water everywhere

By the end of the summer term children will:

Being Safe – Body Privacy

- To know that they have rights over their bodies.
- To respect their own and others bodies.
- Identify adults they can go to if they are feeling uncomfortable or hurt.
- Explain why it is wrong to make anyone feel uncomfortable or confused by being too close

Identity –Body changes and Puberty

- To know the stages of a human life cycle including birth.
- To identify some of the ways that humans change, physically and emotionally.
- To identify that the changes in puberty are ongoing and usually happen between the ages of 8-17 years.
- Identify where to get help and support about the changes that happen at puberty.

Emotional resilience - Changes (inc Puberty)

- Know about the changes that happen in life and the feelings associated with this
- Recognise the importance of sharing feelings to help themselves feel better
- Recognise that change is a natural part of life
- Explain how to manage some of the emotional changes associated with puberty

Year 5

By the end of the year children will:

Ongoing Content– ongoing weekly PSHE/zones lesson

Emotional Resilience – Feelings and Emotions

- Learn about a wide range of feelings, understand that people can experience conflicting feelings
- Identify when feelings might be overwhelming and what they feel
- Express and manage complex feelings and emotions

Autumn – Mission to Mars

By the end of the autumn term children will:

Keeping safe and risks –

Making decisions, taking risks and influences (focus on peer pressure)

- Give examples of what is meant by risk, danger, hazard
- Describe or demonstrate how to manage risk safely (e.g. crossing roads)
- Explain how people can be prepared for danger and how to keep safe in different places
- Identify where they can get help if they feel a situation is risky or dangerous

Keeping safe and emergencies – Risk, hazard and emergency (briefly recap how to get help from emergency services)

- Demonstrate how to responsibly and effectively engage with using 999 as a source of help
- Explore what is meant by an emergency and consider how people may react to one

Know ways of proactively and responsibly seeking help in different situations (gaining attention, calling for help etc.)

Spring – Groovy Greeks

By the end of the spring term children will:

Online relationships and cyberbullying – knowing people online

What checks can you do to ensure you know the person you are talking to online?

Form positive relationships online.

Know how to spot potentially negative relationships online.

Describe the initial signs of potentially problematic situations (e.g. grooming, cyberbullying)

Describe laws that govern online behaviour and how they inform what is acceptable or legal.

Describe actions I could take if I or someone else experiences or is targeted by illegal online behaviour.

Identities online and influence

be able explain how what we post online or see can impact negatively on how people feel about ourselves and others
understand a range reasons why people may pretend to be someone else online and how they might go about this
know a range of organisations that would provide a safe space for me to talk about how I see myself compared to others

Online relationships and Media – pressure to share and dares

Be able to identify what a dare is

Describe feelings associated with a dare or being pressurised to share something not wanted.

Identify when dares are ok and when not.

Develop strategies to say no when feeling unsure.

Know places and people that they can go to for help.

Relationships – Pressure and uncertain feelings

Consider how feelings exist that seek acceptance or approval peers

Understand what negative pressure is and the feelings associated with this (ie they may feel risky, dangerous, or that feels wrong)

Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that doesn't feel right

Identify when they might need to ask for help and who they can ask

Summer – Sea-Faring invaders

By the end of the summer term children will:

Body changes and puberty

To know the stages of a human life cycle including birth

To be able to identify parts of the reproductive system in males and females describing their function.

To understand that some changes will happen without choice.

Explain what happens during menstruation and ejaculation and how to manage both.

Explain why it is important and how to keep themselves clean during puberty.

Identify where to get help and support about the changes that happen in puberty.

Being Safe – Physical contact and Appropriate touch

Know the difference and appropriate and inappropriate touch.

Understand that they have the right to say 'No' to unwanted touch.

Explain how people can tell whether touch is acceptable or unacceptable.

Explain in simple terms the concept of consent in relation to physical contact.

Describe or demonstrate strategies to use if someone's behaviour (touch / unwanted attention) makes them feel worried or uncomfortable.

Identify sources of help / advice in school, outside school, locally, nationally, by phone and online.

Family, Friendships, Relationships and conception (promote diversity)

•Identify parts of the reproductive system in males and females

•Identify how sex parts relate to how a baby is made

•Identify the links between love, committed relationships/marriage and conception

•Know the stages of the human life cycle including birth

Sense of Self – Self-esteem (promote diversity)

Know that images used in the media and online may not necessarily reflect reality.

Recognise that images in the media can be changed, altered or adapted.

Identify how an image can influence someone's view about a place or product, their viewpoint or actions.

Know how images in the media can distort reality and understand that this can affect how people feel about themselves.

Identify why individuals, reporters and manufactures might choose to alter images before presenting

Year 6

By the end of the year children will:

Ongoing Content— ongoing weekly PSHE/zones lesson

Emotional Resilience – Feelings and Emotions

- Identify when feelings might be overwhelming and what they feel
- Express and manage complex feelings and emotions
- Understand the importance of taking responsibility for themselves and others.

Autumn – Portals, People and Places

By the end of the autumn term children will:

Keeping safe and risks – Safety rules and laws

Keeping safe and emergencies – responsibility to be safe
First aid training

Being Safe- Body safety

- Be able to explain that everyone has a right to look after and protect their own body.
- Recognise risk and make decisions about personal safety

Online and Critical thinking: Validity of information

- know who I am sharing information with
- be able to spot things that may be false online
- explain why information that is online and, in the media, may be inaccurate or untrue
- describe how some online information can be opinion but appear to be fact and consider why this may happen

Staying safe online – legal use of information

- Identify online content and ideas ownership
- Know of the rules around using someone else's work or ideas

Identity –Media influences: Masculinity and Femininity

- Know the media stereotypes gender
- Know the difference between sex, gender identity and sexual orientation and these are just on factor of a person's identity
- Explain why we should be careful when we hear people say 'us', 'them', 'those type of people' or label groups of people -usually using a term that is demeaning or abusive

Spring – Off with Their Heads

By the end of the spring term children will:

Drugs, Alcohol and Tobacco – drugs and usage

- To know that medicines are drugs but that not all drugs are medicines
- To know that some substances are illegal
- To consider the impact of drugs (including medicines) on the lives of some people
- Know that some everyday substances contain drugs
- Know that some everyday drinks contain caffeine that can alter the way the body works
- Be able to make judgements about what they put into their body.
- Know the risks associated with smoking
- Know there are myths and misconceptions about smoking
- Know where smokers can get help to stop smoking
- Understand that unwanted influence and pressure may come from friends
- Be able to use strategies to maintain personal safety and resist unwanted pressure
- Know that actions have consequences for themselves and others

Eating Well and Being Active – Habits and choices

- Describe the potential short-term and long-term consequences that people's choices can have on maintaining good health
- Understand the way food labelling and advertising influence us
- Describe the influence of media advertising/celebrity culture on health and lifestyle choices

Relationships – Pressure and uncertain feelings

- Consider how feelings can exist that seek acceptance or approval from peers
- Understand what negative pressure is and the feelings associated with this (ie they may feel risky, dangerous or that feels wrong)
- Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that doesn't feel right
- Identify when they might need to ask for help and who they can ask

Summer – Survival of the Fittest

By the end of the summer term children will:

Emotional Resilience -Changes (inc Puberty) –

- Know about the changes that happen in life and the feelings associated with this
- Recognise that change may bring a variety of feelings
- Identify the importance of treasuring and sharing memories
- Identify practical strategies to help manage times of change and transition

Transition – understanding change

- Be able to learn from previous experiences of change
- Demonstrate strategies to manage feelings that might be experienced when changing school
- Understand how feelings may change when we move from one school to another
- Know that many children have mixed feelings about going to secondary school
- Identify and describe how people might feel and behave when they go to a new school
- Be able to identify and describe feelings associated with leaving a school and how this might affect the way we behave.

Family and Friendship, Relationships –Changes in Relationships (when relationships go wrong)

- How do I cope when relationships go wrong (Friendships evolving covered during transition unit)
- Know the importance of maintaining friendships outside of relationships
- To feel empowered to end relationships when they become unhealthy