



**Federation of Spixworth Schools
PSHE and Citizenship Skills Progression**

	Reception based on 2020-21 ELGs	KS1
Curriculum	<p>Self Regulation</p> <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ● Explain the reasons for rules, know right from wrong and try to behave accordingly; ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> ● to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; ● to share their opinions on things that matter to them and explain their views; ● to recognise, name and deal with their feelings in a positive way; ● to think about themselves, learn from their experiences and recognise what they are good at; ● how to set simple goals. <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none"> ● to take part in discussions with one other person and the whole class; ● to take part in a simple debate about topical issues; ● to recognise choices they can make, and recognise the difference between right and wrong; ● to agree and follow rules for their group and classroom, and understand how rules help them; ● to realise that people and other living things have needs, and that they have responsibilities to meet them; ● that they belong to various groups and communities, such as family and school; ● what improves and harms their local, natural and built environments and about some of the ways people look after them; ● to contribute to the life of the class and school; ● to realise that money comes from different sources and can be used for different purposes. <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> ● how to make simple choices that improve their health and wellbeing; ● to maintain personal hygiene; ● how some diseases spread and can be controlled; ● about the process of growing from young to old and how people's needs change; ● the names of the main parts of the body; ● that all household products, including medicines, can be harmful if not used properly; ● rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

	<p>Building Relationships</p> <ul style="list-style-type: none"> ● Work and play cooperatively and take turns with others; ● Form positive attachments to adults and friendships with peers; ● Show sensitivity to their own and to others' needs. 	<p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> ● to recognise how their behaviour affects other people; ● to listen to other people, and play and work cooperatively; ● to identify and respect the differences and similarities between people; ● that family and friends should care for each other; ● that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. 	
Coverage	A Reception citizen can:	A Year 1 citizen can:	A Year 2 citizen can:
My Feelings	Pupils can identify a range of feelings and how these are expressed including words to describe them and simple strategies for managing feelings	Pupils are able to communicate about feelings, to recognise how others show feelings and how to respond	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals
My Body	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils can recognise how they grow and will change as they get older
My Relationships	Pupils understand that there are similarities and differences between everyone and can celebrate this	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable
My Beliefs	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils can identify and respect the differences and similarities between people.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them
My Rights and Responsibilities	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others	Pupils can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond to it
Asking for Help	Pupils can identify the special people in their lives, what makes them special and how special people care for one another	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid

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KS2

Curriculum

Developing confidence and responsibility and making the most of their abilities

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

- to research, discuss and debate topical issues, problems and events;
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- to resolve differences by looking at alternatives, making decisions and explaining choices;
- what democracy is, and about the basic institutions that support it locally and nationally;
- to recognise the role of voluntary, community and pressure groups;
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- to explore how the media present information.

Developing a healthy, safer lifestyle

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;

- about how the body changes as they approach puberty;
- which commonly available substances and drugs are legal and illegal, their effects and risks;
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- school rules about health and safety, basic emergency aid procedures and where to get

Developing good relationships and respecting the differences between people

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs;
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- to recognise and challenge stereotypes;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- where individuals, families and groups can get help and support.

Coverage	A Year 3 citizen can:	A Year 4 citizen can:	A Year 5 citizen can:	A Year 6 citizen can:
My Feelings	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self esteem.	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can anticipate how their emotions may change they approach and move through puberty.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.
My Body	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.

My Relationships	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.
My Beliefs	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).
My Rights and Responsibilities	Pupils understand the right to protect their body from unwanted touch.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.
Asking for Help	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.