



**Personal, Social, Health & Economic Education Curriculum
Progression of Skills and Knowledge**



At Westfields Junior School, we aim to provide an engaging, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to thrive as individuals, family members and members of society. Lessons are planned carefully and delivered with a clear understanding of the needs of the class. Our Personal, Social, Health & Economic Education (PSHE) programme is designed to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. They are encouraged to have high expectations as well as a sense of responsibility to enable them to become happy, healthy successful citizens of the future.

The National Curriculum for Personal, Social, Health and Economic Education

Years 3 - 6

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

	Progression of Skills and Knowledge			
	Year 3	Year 4	Year 5	Year 6
Health and well-being	<ul style="list-style-type: none"> Identify and explain a range of feelings and emotions, identifying situations that may make them feel different emotions. Recognise that feelings can change when they experience different changes in life. Identify what a balanced lifestyle is. Identify good choices in relation to keeping healthy. Understand that simple hygiene routines can prevent the spread of bacteria and viruses. Identify and explain the importance of school rules for health and safety. Explain how to get help in an emergency. 	<ul style="list-style-type: none"> Identify and explain a wider range of feelings, identifying situations that make them feel different emotions. Identify the kinds of change that happen in life, the feelings associated with this and ways to overcome this. Recognise their achievements and set personal goals for the future. Identify ways to improve life styles so that they are balanced. Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. Identify school rules about health and safety. 	<ul style="list-style-type: none"> Understand what positively and negatively affects their physical, mental and emotional health. Understand that their actions affect themselves and others. Recognise the skills of an effective learner. Recognise and celebrate their own and others' achievements Give reasons for needing a balanced lifestyle. Understand what might influence our choices and the benefits of eating a balanced diet. Describe the shared responsibility needed for good hygiene in the home/school, explaining the need for this. 	<ul style="list-style-type: none"> Identify personal goals and describe aspirations for secondary school and beyond. Explore ways of celebrating achievements and recognise the achievements of themselves and others. Describe how setting high aspirations can help motivate people to achieve. Identify what is meant by the term 'habit' and why habits can be hard to change. Use basic techniques to resist peer pressure to avoid behaving in unacceptable or risky way. Recognise different risks and identify how to manage them. Recognise and apply the rules for road and railway use.

	<ul style="list-style-type: none"> • Differentiate between the terms, 'risk', 'danger', and 'hazard'. • Identify how to keep safe at home and at school. • Identify safe and unsafe practices of pedestrians, passengers and cyclists on the road. • Recognise that images in the media do not necessarily reflect reality. • Discuss and debate issues concerning health and wellbeing. 	<ul style="list-style-type: none"> • Know basic emergency aid procedures. • Identify how to get help or support. • Define what is meant by a habit and identify habits they or others may have. • Recognise feels of negative pressure and how to manage this. • Identify ways to manage risk in familiar situations and keep safe. • Identify about keeping safe in the local environment. • Understand the importance of traffic laws relevant to them and to other road users that they may encounter. • Explain why images in the media sometimes do not reflect reality. 	<ul style="list-style-type: none"> • Explain school rules about health and safety. • Know basic emergency aid procedures and identify where and how to get help. • Identify what is meant by the term 'habit' and why habits can be hard to change. • Identify some legal and illegal substances. • Identify that drugs (including alcohol, tobacco and 'energy drinks') can damage their health. • Identify people who they can trust to help them to keep safe. • Identify and manage risk in and outside of school. • Understand the importance of staying safe on the roads and how their actions can affect other road users. • Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. 	<ul style="list-style-type: none"> • Reflect on how to take an active role in assessing local road systems in their day to day life. • Identify how to keep safe and well when using a mobile phone or online. • Know what to consider before sharing pictures of themselves and others online. • Recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
Relationships	<ul style="list-style-type: none"> • Identify the different types of relationships they have. • Recognise what constitutes a positive, healthy relationship. • Develop the skills to form and maintain positive and healthy relationships. • Listen respectfully to a wide range of people. • Identify how actions can affect ourselves and others. • Identify how to solve disputes and conflict amongst themselves and their peers. • Recognise and challenge stereotypes. 	<ul style="list-style-type: none"> • Identify different types of relationships e.g. friends, family, relatives and acquaintances. • Identify what a positive and healthy friendship is and how to form and maintain such friendships. • Listen and respond respectfully to a wide range of people. • Respond appropriately to a wide range of feelings in others. • Recognise that their actions affect themselves and others. • Know that physical contact that is aggressive or hurtful is unacceptable. 	<ul style="list-style-type: none"> • Recognise ways people can have committed, loving relationships (including marriage, civil partnership or not to get married). • Understand what a forced marriage is and what it is not. • Recognise that all relationships are different and different ways of behaving are appropriate to different types of relationships. • Recognise what constitutes a positive, healthy relationship. • Know the difference between a healthy and unhealthy relationship. 	<ul style="list-style-type: none"> • Recognise the skills needed to maintain positive relationships. • Recognise a positive, healthy relationship and develop the skills to form and maintain it. • Listen and respond respectfully to a wide range of people and to recognise and care about other people's feelings. • Develop strategies to resolve conflicts and disputes through negotiation and appropriate compromise. • Identify ways to integrate a variety of people into our school community and how we might support them.

	<ul style="list-style-type: none"> • Judge what kind of physical contact is acceptable or unacceptable and know how to respond. • Understand the concept of 'keeping something confidential or secret'. 	<ul style="list-style-type: none"> • Judge what kind of physical contact is acceptable or unacceptable and know how to respond. • Identify how to resolve differences – agreeing and disagreeing. • Work collaboratively towards shared goals. 	<ul style="list-style-type: none"> • Recognise and respond appropriately to a wider range of feelings in others. • Empathise and understand how others might think and feel and how to respond appropriately. • Identify how their actions can affect themselves and others. • Develop strategies to resolve disputes and conflict through negotiation. • Explain what is meant by confidentiality. 	<ul style="list-style-type: none"> • Understand the importance of tolerance and respect for others. • Understand what discrimination is and how it might have an effect on people. • Consider social and moral dilemmas that they may come across in life and understand that their actions affect themselves and others. • Identify how to find information and advice through help lines and services in school.
Living in the wider world	<ul style="list-style-type: none"> • Identify that everyone has human rights. • Understand and appreciate difference and diversity within the UK. • Identify the values and customs of people around the world. • Identify steps they can take to live more sustainably to protect our environment and impact less negatively on the world. • Identify the ways in which rules and laws keep people safe. • Explain why we need money. • Understand what is meant by 'saving' and 'borrowing'. 	<ul style="list-style-type: none"> • Explain what human rights are. • Understand and appreciate difference and diversity around the world. • Identify steps they and others can take to live more sustainably to protect our environment and impact less negatively on the world. • Identify their responsibilities, rights and duties (home, school and the environment). • Identify what anti-social behaviour is and how it can affect people. • Recognise about the role money plays in their own and others' lives. • Understand what is meant by 'interest' and 'loan'. • Understand how a bank account works. 	<ul style="list-style-type: none"> • Recognise the importance of human rights and what people/organisations do if people do not have human rights. • Research and appreciate the range of national, religious, regional and ethnic identities of people living in the UK. • Recognise rights and responsibilities of being a citizen of the United Kingdom. • Understand why and how laws are made and how to take part in making and changing rules. • Understand what anti-social behaviour is and how we should go about dealing with it. • Understand the term 'fake news' and that we cannot always believe everything we see and hear in the media. • Understand how to budget money. • Identify why debt can affect their economic choices. 	<ul style="list-style-type: none"> • Demonstrate appreciation for the range of national, regional, religious and ethnic identities in the UK. • Understand and explain the importance of the different kinds of responsibilities (home, school, community and the environment). • Research and identify similarities and differences between their primary and secondary school. • Identify how they are feeling about moving on to secondary school. • Reflect on their time at primary school. • Describe the factors that make consumers want to buy a product. • Identify that people pay 'tax' to contribute to society.
RSE	<ul style="list-style-type: none"> • Know the scientific name the different body parts. 	<ul style="list-style-type: none"> • Explore the human lifecycle. • Know about the physical and emotional changes that happen in puberty. 	<ul style="list-style-type: none"> • Explore the emotional changes occurring in puberty. 	<ul style="list-style-type: none"> • Know we all have the right to be safe.

	<ul style="list-style-type: none"> • Explore the differences between male and female bodies. • Identify appropriate and inappropriate physical contact and understand consent. • Explore different types of families. • Identify who to go to for help and support. 	<ul style="list-style-type: none"> • Discuss the characteristics of healthy relationships. 	<ul style="list-style-type: none"> • Identify the changes that take place during puberty for males and females. • Explore the impact of puberty on the body and the importance of physical hygiene. • Explore practical steps that could be taken in a range of contexts to support respectful relationships. 	<ul style="list-style-type: none"> • Explore the importance of communication and respect in relationships. • Explain the emotional and physical changes that take place during puberty. • Understand human sexual reproduction. • Identify different ways people might start a family. • Explore positive and negative ways of communicating in a relationship.
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