

Progression in PSHE

Nether Edge Primary 2023/2024



	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responsibility and respect, human rights and democracy	<p>Realise why it is important to have rules in the classroom and school.</p>	<p>Realise why it is important to have rules in the classroom and school.</p> <p>Develop a sense of what is fair.</p> <p>I can identify rules that help keep us healthy and safe online and give examples.</p>	<p>Recognise the interdependence of members in the school community such as school council and how it is elected.</p> <p>Understand why and how rules are made in class, in the playground and at school.</p> <p>I can explain rules to keep me safe when using technology in and beyond the home.</p>	<p>Understand the meaning of democracy and how it is reflected in school.</p> <p>Understand that rules are essential in a community and that a community has shared values.</p> <p>I can explain simple rules for using online technology including being kind.</p>	<p>Explore and examine the rules within our families, friendship groups, and at school. Explore consequences of breaking 'rules'</p> <p>Understand the need for rules and that they are necessary for harmony at home and at school.</p> <p>Recognise the roles of members in the school and the community and how they reflect our democracy.</p>	<p>Explore and examine the rules within our school and how they differ to a school in a different part of the world.</p> <p>To identify the British Values and understand what a 'value' is.</p> <p>Know about the importance of democratic decision-making and involvement of the institutions that support it at a local level.</p> <p>To understand 'democracy' in relation to the British Values and how it impacts us.</p>	<p>Understand that rules are essential in an ordered community and the need for different rules in different contexts.</p> <p>Consider our human rights as members of the community.</p> <p>Discuss the right to Education.</p> <p>To understand 'individual liberty' in relation to the British Values and how it impacts us.</p>	<p>Explore and examine the rules within our lives and compare this with human rights.</p> <p>Examine the effects of antisocial behaviour.</p> <p>To understand the 'rule of law' in relation to the British Values and how it impacts us.</p> <p>Be able to discuss the difference between equality and equity.</p>
	<p>Use puppets or characters to illustrate a situation focusing on sharing, taking turns and fairness in the classroom or playground. Develop through talk your own class charter to include agreement about sharing, taking turns and following instructions. . Use displays (e.g. helpful hands) to illustrate class charter. Revisit class charter in circle activities to problem solve ongoing situations. (Plan, Do, Review).</p>	<p>Use puppets or characters to illustrate a situation focusing on sharing, taking turns and fairness in the classroom or playground. Develop class charter to include agreement about sharing and taking turns. Use displays (e.g. helpful hands) to illustrate class charter. Revisit class charter in circle activities to problem solve ongoing situations. (Plan, Do, Review). Discuss issues relating to 'fairness' in pictures, stories, poems and non-fiction, ranging from children's own experience to global situations. Create opportunities for pupils to experience a wide range of strategies for making decisions fairly and taking turns in the classroom, playground etc. Begin to use some of the language of rights e.g. the right to play. Looking at scenarios of fair and unfair online rules and having a circle time discussion.</p>	<p>Elect student council. Stress importance of student council and relate this to how we have a CHOICE. What is voting? Discuss practical ways of working together with members of the school community in class meetings and through the school council feedback.</p> <p>Make a display (non-hierarchical preferably) to identify members of the school community e.g. leadership and teachers, their roles and how they implement rules.</p> <p>Why are rules important in the classroom and school? Are they important to you?</p> <p>Look at examples of rules e.g. set myself a time limit, stop using and give attention, take a short break, do something else.</p> 	<p>Elect student council. Stress importance of student council and relate this to No 21 on the human rights act, "The Right to Democracy. We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders." We have a CHOICE. Define the word 'democracy'</p> <p>'Rules have reasons' activity looking at why rules help in society e.g. at the swimming pool. Help develop classroom rules.</p>  <p>- project evolve</p>	<p>Take part in a review of school rules, using the language of children's rights and responsibilities. Choose a rule which they can debate over e.g. Wearing school uniform Whether children should be made to come to school everyday Should squash be allowed or should it be water ONLY.</p> <p>Look at the idea of family charters, based on the pupils' own or fictional families. How do their family rules differ from your class rules and their friendship rules? Are there different consequences for breaking rules at school and breaking rules at home? Should there be consequences?</p> <p>Identify members of the school community e.g. leadership and teachers, their roles and how they implement rules. Compare this to the UK -> Prime minister, Political leaders, MPs.</p> <p>What is a democracy?</p>	<p>Look at a child in a country where school is very different. Is it fair that significantly less children go to school? Have a debate.</p> <p>Pupils find out about Nether Edge's local councillor, and their MP are through local knowledge, the media, election materials or websites such as Meet, question and be questioned by local, MP or councillor. What is a councillor's responsibility? What is an MP's responsibility? What is a cabinet minister's responsibility?</p> <p>Children take turns saying what they value. Teacher to put values in a hat, pick them out, who values... stand up. Learn what the British Values are. Have a discussion about each one, what does it mean, where do we see it?</p> <p>Looking at who 'rules Britain'. Democracy means rule by the people. Where do we see democracy? Look into the different ways democracy is shown e.g. online petitions, voting rights. Why it is important to vote.</p>	<p>Investigate the range of local 'community rules' e.g. park rules, recycling or local club rules. Visit to or invite representatives from local organisations (e.g. council, PCSO or Emergency Services) to further develop understanding of community rules. Design own set of park rules, if you could decide what the park rules are, what would they be and why? To discuss what the human rights are and what they mean. Look at this picture, which rights are being ignored, denied or enjoyed in the scene.</p>  <p>https://www.globetrottingkids.com/human-rights-day-information-resources-for-kids/</p> <p>Take part in campaigning for the rights of others either locally or globally e.g. upgrading local facilities, protecting natural resources, Fair Trade or Send My Friend to School.</p> <p>https://sendmyfriend.org/wp-content/uploads/2020/01/SMF-Teachers-Pack-2020.pdf</p> <p>Give the children new school rules which are extremely unfair. Is this fair? Learn the human rights act. Discussion on how we should not prevent others having individual liberty.</p>	<p>Examine the links between the class charter and human rights. Take part in a review of school rules (if timely), using the language of human rights to develop their school rules, do they follow the human rights?</p> <p>Use drama and ICT to explore local issues relating to anti-social behaviour e.g. littering, graffiti, underage drinking or vandalism and the consequences.</p> <p>Why do we have a legal system-P4C Explore the differences between civil and criminal law.</p> <p>Is there a difference between equality and fairness?</p> 

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All about me including: self-esteem, how we grow as individuals recognising their own and others emotions.	Explore who we are.	Realise what makes us feel happy or sad.	Feel positive about ourselves.	Develop our understanding of self-awareness.	Face problems, trying to resolve and learn from them to develop self-esteem.	Examine and explore our own and others' feelings and emotions.	Understand how self-esteem and confidence affect how we behave online.	Understand change as individuals as we grow up and our influence on others.
	Recognise what makes us special.	Recognise what we are good at.	Recognise, name and manage our feelings and realise they are a natural, important and healthy part of being human.	Recognise and know how to manage the effects of strong feelings such as anger, sadness or loss.	Examine and explore how your own emotions/actions can affect others.	Explore our own wellbeing and ways to support this.	Develop strategies to resist unwanted peer/sibling pressure and behaviour.	Know how to recognise, express and manage feelings in a safe and positive way.
	Begin to recognise how we feel and develop ways of expressing how we feel.	Know what to do if we feel sad, lonely, afraid or angry and when it is important to tell others about our feelings.		Understand that news online can be scary and upsetting			Recognise that feelings may change. Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health.	Identify positive and negative emotions and the impact these have on our mental wellbeing. Identify our own triggers for negative emotions. Understanding that some people find it hard to read and express emotions.
	Discuss the importance of our names and explore how names form an important part of our identity. Pupils decorate their names using a variety of media and create a class display.(circle time) Pupils create self-portraits, take photos, use mirrors, discuss, read stories and rhymes, sing songs and play games to identify and reinforce distinguishing physical features. Talk about the physical traits that we have in common and those which make us unique. Complete 'Self Registering Practices' to encourage pupils to value their name and other pupils' names.	Circle time on what makes us feel happy. Go around the circle and all of the children remember a time they were happy and what they were doing, what would their face have been doing (e.g. smile). Then go around the circle and explain a time where they might have felt sad, identify a way which helped make them feel happy again. Identify and acknowledge the achievements made by pupils during a school day/week. Play a variety of games to give pupils the opportunity to say positive things about themselves and others Use self-registration faces (happy, sad, excited, etc.).Look at photographs of special people in school, including designated teachers for Child Protection and discuss how these people can help us. Pupils meet playground buddies or reading.	Create a class list of all the skills which pupils have acquired. Finish with a round of 'I can ...' and affirm all the things that they can do. Model and encourage pupils to use positive self-talk. Think, Pair, Share on topics relating to pupils' own feelings e.g. 'think of a time when you were excited, how did it feel?' Create classroom vocabulary mobiles/trees to extend vocabulary beyond the four basic feelings (anger, sadness, fear and happiness). Pupils respond to characters in stories experiencing various emotions through retelling the story orally, in pictures and/or in writing. Use a variety of drama techniques to deepen pupils' understanding of feelings and emotions (hot seating, tableau, freeze frame). Model affirmation statements, e.g. 'It's OK to feel....', and encourage pupils to use them with each other.	Circle time - Coming up with 3 things that they are good at and sharing it with the rest of the class. Explore what proud means by looking at different scenarios someone may have felt proud of themselves. E.g. in a race, writing an amazing story etc. Have you ever felt proud? Help pupils recognise the power of both positive and negative comments and the effects they can have on us. P4C- Growth mind-set dojo videos on YouTube, even though it was hard did they develop their self-esteem? Make a feelings 'barometer' to help describe how individual pupils or the class is feeling using extended vocabulary. Learn simple self-help techniques to cope with strong feelings e.g. count to ten (anger management), positive self-talk (self-confidence), memory box (dealing with loss).	Generate a list of things that have been a challenge to pupils since starting primary school. Discuss coping strategies. Prioritise and present the top ten of these strategies in different display formats. Turning negative thoughts into positive thoughts using positive mind-sets, what can't you do yet ? E.g. I can't do my 3x tables. I can't do my 3x tables yet. As a class list all of the negative comments that children have said in the classroom e.g. I'm rubbish at this. As a class look at positive self-talk messages to say instead e.g. I'm ok at this, I'm still learning. Agree to help use positive self-talk and help others to do so. Page 15- http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit1.pdf Invisible Sam and positive Sam activity on page 20. Ask the children what is appropriate and inappropriate and give lots of statements e.g. ignoring someone on purpose. What you can do if you're feeling angry/sad, coming up with alternative ways to help yourself feel happy. E.g. breathing, windmills, concentrating on work, being mean to the children. Which one should we do?	Identify how feelings are involved in peer pressure and bullying in fiction or real-life and using a range of Drama Techniques. Use scenarios and thinking diagrams e.g. Consequence Wheel, and Conscience Alley to further deepen understanding of feelings and emotions http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit1.pdf page 16 'sticks and stones' Discuss the outdated phrase "sticks and stones may break my bones, but words can never hurt me" Originally this was meant to encourage children to not get hurt by other people's mean words, however words can be just as hurtful and punches so we need to be careful. British council 5 ways to wellbeing https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources/well-being Include the need to create open and safe space https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources/well-being/open-safe-space	Ask pupils to consider ways of managing challenging situations and the consequences of their choices. Have a social experiment in the classroom, half of the children are still outside and half come in, tell the children in the classroom to do something e.g. write a word on the whiteboard, when the other half of the class return, will they copy? No giggling! If they did write it, why did they do it? How does this relate to peer influence? As a class brainstorm ideas ways that peer pressure can be communicated through actions, e.g. everybody, doing or wearing or liking the same thing. Come up with body language which makes people uncomfortable- eye rolling, giggling. Big Question: Should we be happy all the time? Stimulus Book: The colour thief https://www.amazon.co.uk/Colour-Thief-family-story-depression/dp/0750280530 - How would you describe the way Dad was feeling? Why did the boy blame himself? Can the boy fix this problem? Was there a reason for Dad's depression? Video on OCD - Annabel's Story https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-ocd-and-depression/z72b47h Can you describe Annabel's feelings? What could her new school friends have done to help? What other help did Annabel need?	Explore the story 'Old Friends, New Friends'. How do you cope when friendship groups change? Discuss coping with change e.g. transition to a new school. Make a worry bag. Pick out a worry and pupils discuss either as a whole class or a small group how to deal with the situation. Place a concern on a 'Can you help?' notice board. Provide sticky notes for the class to individually contribute their suggestions. We choose whether our influence is positive or negative. Talk through the different scenarios: https://classroom.kidshealth.org/classroom/3to5/personal/growing/peer-pressure.pdf Talking Mental Health https://www.youtube.com/watch?v=nCrjvnx3-Js An animated video where children discuss their own mental health. Useful diagram to explain how our positive and negative emotions link to survival https://positivepsychology.com/wp-content/uploads/wheel-of-emotions1.png Look at the way that events can trigger our negative emotions and develop a 'bag of tricks' of strategies to help them.