

Progression in PSHE

Nether Edge Primary 2023/2024




| | FS1 | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|--|---|---|---|---|
| Strategies and skills for keeping themselves safe including online | <p>Explore appropriate personal safety strategies.</p> <p>Identify situations that are safe and those where personal safety may be at risk.</p> <p>Feeling safe online (S2) (See RHSE file – online safety resources)</p> | <p>Begin to realise the importance of road safety.</p> <p>Who keeps us safe?</p> <p>What to do if I get lost?</p> <p>Head Start How groups of hats can protect our heads.</p> <p>Communicating online and personal information (S1/3)</p> | <p>How to get help in an emergency (999) and ways to keep safe in a familiar and unfamiliar environment.</p> <p>How can we use our senses to help us keep safe - taste -smell -sight -hearing -touch</p> <p>Why should we keep our personal information safe online and what can I do safely online?</p> <p>What can happen if we spend too much time online?</p> | <p>Know what to do or whom to seek help from when feeling unsafe at home or at school.</p> <p>How to stay safe around fireworks</p> <p>To understand what online strangers are and that we shouldn't share our private and personal information to strangers</p> <p>How to search safely online.</p> <p>Who puts things on the internet? (Fake news)</p> | <p>Hazard at home (including fire risks) that may cause harm, injury or risk.</p> <p>Become aware of appropriate road use: how to apply the Green Cross Code; -how conspicuous reduces road collisions; -passenger skills including boarding and disembarking from cars and home -school transport. -how bicycles are best maintained and ridden.</p> <p>Who do we trust online and how do we detect suspicious messages?</p> <p>How do we keep our personal information safe online?</p> <p>Learn how to be safe with online friendships including peer pressure</p> | <p>Head start Encourage helmet wearing</p> <p>Understanding risk and personal safety in wider community – including bonfire night, rail safety, road safety, water safety (usually covered in swimming lessons).</p> <p>Understand how personal information is used online</p> <p>To be able to analyse digital content</p> <p>To understand how to verify online content</p> | <p>Basic first aid and rules about medicine</p> <p>Understand control and consent online</p> <p>Understand how to protect your identity online</p> <p>Understand the dangers of online strangers</p> <p>Understand that our personal information can be used to make money and target us with advertising</p> | <p>The dangers associated with fireworks.</p> <p>Become more digitally literate by being able to analyse digital content</p> <p>Understand that not everything you read online is true or without bias</p> <p>Protecting images of us online.</p> <p>Does the internet make us happy?</p> |
| | <p>Explore feelings associated with being safe/not safe. Identify simple strategies for keeping safe e.g. say 'no', get help.</p> <p>Identify people who help to keep us safe throughout the day.</p> <p>Explore a range of safety related scenarios through play-based learning for example; balancing on kerbs, climbing, sliding, making structures, etc.</p> <p>Role-play scenarios suggested by teachers and pupils including topical and seasonal issues</p> | <p>Play the 'People Who Help Us' game from Road2Safety website as a class group and discuss.</p> <p>Read and discuss stories about how to keep safe on roads. (Road Safety website). Practise correct use of the Green Cross Code.</p> <p>Play Based Learning - use of road mat and outdoor tracks in play areas.</p> <p>Design your own safety person. How do they keep you safe?</p> <p>'Miss Polly' role play. Model with the class-safe use of medicines in the classroom - storage, pupil self-administration and appropriate parental permissions, etc.</p> <p>Step-to-step guide on how to find help if I get lost.</p> <p>Builder's hat, fire fighter, a cyclist, a motor cyclist, an air force pilot. Why is it important to protect our head?</p> | <p>Invite suitable visitor to the classroom to explore with pupils what they could do in various risky situations e.g. at the beach, shopping centre, swimming pool). Extend to an assembly activity where pupils teach others about strategies for personal safety, based on the visit.</p> <p>Create a 'script' for getting help. Who should they look for if they get lost</p> <p>Feely box - Never play or lift sharp objects such as knives, glass or needles.</p> <p>What do these safety signs mean?</p> | <p>Safety at home activities including electrical appliances, medicines, cleaning products and playing with matches. What to do if someone is hurt or you feel unsafe. Create script or list and stress importance of following instructions.</p> | <p>Develop a code of conduct for use when travelling to school / crossing the road.</p> <p>Devise a ks2 survey -Who can ride a bike -Who has a safety helmet -who wears a safety helmet -Doesn't wear a safety helmet.</p> <p>Pupils identify their own unsafe/risky behaviours at home and create a personal 'pledge' to be more responsible for their own personal safety e.g. turning the hair dryer off by the mains or not taking the IPAD into the bathroom.</p> | <p>Egg heads Demonstrate the dangers of riding a bike without wearing a helmet using two hard boiled eggs, one with protection and one without. Children could design their own helmets using balloons and plaster and then design/paint them. Reiterate that these shouldn't be used as helmets but merely 'models'</p> <p>Design questions to ask caretaker about the safety precautions he has to enforce every day. Imagine they are School safety officers and they have to inspect a given area of the school. Create guidance for a new starter.</p> | <p>Basic techniques for dealing with common, minor injuries. How to treat burns: https://safetea.org.uk/wp-content/resources/SafeTea_ReachChart_Final.pdf</p> | <p>Age restrictions and how they promote personal safety and wellbeing (social media, television programmes, films, games and online gambling websites).</p> <p>Circle time/scenario cards/what if cards.</p> |

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| positive and effective attitudes to learning and aspirations for the future | <p>Focus attention, concentrate and remember, by taking part in a variety of activities that reflect the way we learn.</p> <p>Promote play which encourages children to act in a variety of job roles.</p> | <p>Develop a positive attitude to learning.</p> <p>Recognition of different professions</p> <p>Realise that money can buy things and is earned through work.</p> | <p>Become aware of our own strengths, and abilities inside and outside of school.</p> <p>Consider future aspirations</p> | <p>Become aware of our own qualities, achievements, personal preferences and goals.</p> <p>Identify the people, jobs and workplaces in the community.</p> <p>Develop understanding of money</p> | <p>Reflect upon our progress and set goals for improvement.</p> <p>Actively think about the varying roles within communities and the breadth of opportunities (go beyond the common ones children may already be aware of)</p> <p>Know how to make a good impression</p> | <p>Face problems, trying to resolve and learn from them.</p> <p>Identify and practise effective learning strategies to learn something new.</p> <p>Actively make good first impressions</p> | <p>Be aware of our different learning styles and be able to identify how we learn</p> <p>Identify and practise effective learning and improvement strategies.</p> <p>Investigating jobs and labour market information</p> | <p>Develop an insight into our potential and capabilities.</p> <p>enterprise education including developing personal financial capability</p> <p>Be aware of risks associated with money (winning, losing, and stealing) and how it can impact wellbeing.</p> |
| | <p>'Show and Tell' activities, focusing on retelling an experience, explaining how something works or how an object was made during play. Retell a story or event, in sequence, orally, in pictures or with writing. Use games to promote concentration and recall, or circle activities that focus on concentration and remembering e.g. welcoming each other by name, clapping or number games. Have activities where children can play and be exposed to different job roles: Nurses Teachers Mechanics (avoid gender stereotypes when monitoring this play, encourage all children to participate)</p> | <p>Develop and use positive language to talk about their learning.</p> <p>Take part in class discussion or use a puppet to talk about what we are learning (learning intentions) and how we will know we have learned it (success criteria).</p> <p>Organise a class celebration of learning where each pupil presents an example/evidence of an achievement in learning. Parents/carers or older pupils could be invited to attend. Ask pupils to respond to peers' work using simple criteria provided by the teacher e.g. I like your art work because ...</p> <p>Can children articulate the responsibilities of a variety job roles? Task: Present picture of doctor, children talk about what they think that profession involves. What responsibilities does a doctor have?</p> <p>Ensure pictures do not gender stereotype professions.</p> <p>Encourage play with money and coins in exchange for services. Shop/market station in provision.</p> | <p>Circle activities and rounds e.g. 'I am proud of....', 'I am good at...'. 'the bit of my work that is hardest for me is...'. Use Think, Pair, Share and ask pupils to focus on their skills, talents, goals or what they have learned. Identify and affirm each other's abilities and ideas.</p> <p>Contribute to class display of our qualities and achievements, inside and outside school.</p> <p>Address gender stereotypes by showing different jobs with different genders.</p> <p>"What I want to be when I'm older." Drawing task. Pick an example and create a class timeline of how to get there, school → sixth corm / college → university → experience / volunteering → job → work hard → better job</p> <p>Develop a wide range of 'class jobs'. Draw up job descriptions and discuss how these are to be allocated and organised. Potentially allow 5 minute interview where chn express WHY they would be good at it.</p> | <p>Pupil and teacher collaborate to record individual goals and achievements in a learning journal. This could be a sheet stuck into cover of topic/maths/writing book.</p> <p>Use Think, Pair, Share and ask pupils to focus on their skills, talents, goals or what they have learned. Identify and affirm each other's abilities and ideas. Contribute to class display of our qualities and achievements, inside and outside school.</p> <p>Interview a member of staff in their working environment or invite a visitor to the classroom from the community (address gender stereotypes). Ask how they got to their job today? Was it easy? Do you enjoy it? Did you always want to do? Use digital camera and software to document visits/visitors. Can we think of a job title for every letter of the alphabet? What different types of money can we have: notes, coins, cheques, card. How do we save and look after it?</p> | <p>Help pupils to develop a language to talk about their learning, encouraging them to manage setbacks and how to reframe unhelpful thinking.</p> <p>Use self and peer assessment and evaluations to further explore feelings and emotions e.g. how do we feel and respond when we receive suggestions for improvement or know that we need to improve? This can be done in writing or topic using peer feedback boxes.</p> <p>Plan activity-based learning opportunities (with pupils) to focus on people, jobs and workplaces specific to the local community. To make this city work, what jobs would we need? (architect, artist, scientist, marine biologist, radio presenter, banker, train driver, nuclear physicist)</p>  <p>Children draw or write about the things they would use or wear in a job they would like to do in this city and talk about the reasons why they would like to do it.</p> <p>Explore this phrase 'make a good impression' make a class mind map or tick sheet of how to make a good impression.</p> | <p>Choose a famous person who has achieved despite setbacks, represent their journey on a timeline and record notable achievements and setbacks using colours or symbols. Alternatively use media to retell and interpret their story. Circle activities about potential, strengths, goals, resolutions.</p> <p>Each child teaches another (outside of their usual friendship group) how to do something simple, but new, e.g. hoola hoops, a football skill, make a friendship bracelet. Class build up a bank of strategies which they can refer to as the year progresses.</p> <p>https://www.youtube.com/watch?v=kJP1zPOfq_0</p> <p>Use stimulus in order to provoke discussion P4C. What did the video make you think? OR replicate activity and then show video followed by discussion.</p> <p>Teacher to record and children to articulate what makes a good impression and why it is important. Chn can act out first impressions as a guide to the viewer.</p> <p>Knowing what goes online stays online.</p> | <p>Use self and peer assessment and evaluations to further explore feelings and emotions e.g. how do we feel and respond when we receive suggestions for improvement or know that we need to improve?</p> <p>Describe the main types of employment in your area: past, present and emerging. Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live. E.g. previous steel works now becoming more popular in film and tv industry. Emerging = technology-based jobs they might go on to study.</p> <p>Pupils and teachers to explore some aspects of this website and explore the working nature of the town and discover the numerous types of occupations that make a town work. https://chas.careerssoft.co.uk/Jed/Index.aspx</p> <p>Know how to make plans and decisions carefully: Children make a T-chart listing pros and cons of a potential job they would consider after researching a certain one from above.</p> | <p>Use book 'You are Use book 'You are Awesome' as class text to read around the time and effort it takes to achieve something. What skills will they need for their future career?</p> <p>Invite small local businesses in to hear their journey.</p> <p>Dragons den opportunity where students are put into groups. Students create business ideas and discover how to work as a team by combining their different work skills. Children take part in a design, production and marketing. They present these to Mrs Nott. Ideal project for after SATS.</p> <p>Use Natwest money saving skills to discuss finance with children.</p> <p>Debate: Boys shouldn't be nurses Girls shouldn't be firefighters.</p> |