

Progression in PSHE

Nether Edge Primary 2024/2025



	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebrating, valuing and respecting similarities and differences between people and understanding the protected	Recognise the similarities and differences in families and the wider community Understand that everyone is of equal worth and that it is acceptable to be different.	Understand that everyone is of equal worth and that it is acceptable to be different. Celebrate special occasions.	Appreciate ways we are similar and different, e.g. age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work. Be aware of our own cultural heritage, its traditions and its celebrations.	Recognise and value the culture and traditions of another group in the community. Be aware of the diversity of people around the world.	Recognise that people have different beliefs that shape the way they live. To learn what the equality act is and some of the protected characteristics that come under it.	Identify the variety of groups that exist within our community that fit into categories of the protected characteristics. To explore why there is an equality act and what it means.	Recognise the similarities and differences between cultures in Sheffield / Nether Edge, for example, food, clothes, symbols and celebrations. To know how we can follow the equality act in school.	Know about aspects of our cultural heritage including the diversity of cultures that contribute to UK/ Sheffield. To develop ideas to ensure the equality act is followed in the wider world.
	Nether Edge Celebration Week							
Celebrating, valuing and respecting similarities and differences between people and understanding the protected	Use photos as a stimulus to discuss family, including extended family. Use a variety of techniques/media to illustrate the different members of their families. During play sessions use a variety of multicultural puppets and dolls, cooking utensils, clothes, etc., to highlight similarities and differences. Use stories, poems, jigsaws and information books on diversity themes/issues. Make face puppets of each pupil within the class and use these to identify differences in physical characteristics e.g. eye colour, hair colour etc. Use this information to create a pictograph. Collect data on our different characteristics and collate as a class book. Play a variety of games that celebrate similarities and difference e.g. People Bingo (group together if you have a brother, belong to a swimming club, wear glasses, have freckles etc.) models and display.	Make face puppets of each pupil within the class and use these to identify differences in physical characteristics e.g. eye colour, hair colour etc. Use this information to create a pictograph. Explore the differences and similarities, they make us unique. Play a variety of games that celebrate similarities and difference e.g. People Bingo (group together if you have a brother, belong to a swimming club, wear glasses, have freckles etc.) Draw or cut out pictures from magazines that represent things that pupils like. Display in a gallery session and use to appreciate similarities and differences. Show and tell 'All about Me'. Discuss and describe what a celebration is/meaning of the word. Explore how different cultures celebrate different occasions using literature, posters, local initiatives and visitors e.g. Chinese New Year.	Use the differences that exist within the class/school to explore diversity e.g. different cultures within school to talk about the various types of festivals which they celebrate. Find out about people who have a disability e.g. a celebrity sports person such as Dame Tanni Gray, or someone in their locality. Invite pupils to experience different disabilities e.g. do an activity wearing a blind fold and with a partner giving instructions. Create and design a community map identifying significant places for pupils and others. Talk about the faith groups or religious organisations some pupils may belong to. Explore our different cultures and how we celebrate them e.g. St Patrick's Day, Diwali, Eid Discuss different national costumes. Create a calendar of different celebrations throughout the year (relevant to pupils' experiences).	Invite someone from another culture to tell the class about their culture and celebrations, looking at similarities and differences in food, clothing, language and religious beliefs. Explore different types of food eaten at times of celebration. Explore practical ways for pupils to be in contact with people/children from around the world e.g. email links, Global Partnerships, Connecting Classrooms, family or church connections, visitors to the classroom. Look at how we celebrate the abilities of people with a disability globally e.g. para-Olympics and special Olympics	Each pupil describes their identity based on culture, religion, sport, skills and interests etc. Design individual crests or designs to represent each pupil's multiple identity. Design and create a class diversity quilt based on their identities. Visit local places of worship, including a range of denominations or faiths. Explore the definition of the Equality Act. Why is equality important? Circle time discussions, look at positive examples of how we support equality e.g. showing kindness and respect. Celebrating differences, avoiding all stereotypes – no limits.	Invite representatives from local organisations and employers to further develop understanding of diversity and those with protected characteristics such as disability or race. Collect and collate information regarding the life of the community from a variety of local sources e.g. newspapers, websites, community facilities and individuals. How does the Equality Act, Protected Characteristics and Human rights act all link? Investigate the meaning of the protected characteristics, how can we stop discrimination? Children to make their own equality act in groups, what would they put would they change anything? Present their equality act and the reasoning to the rest of the class. Teacher to monitor.	Collect different symbols and emblems which relate to the main traditions in the UK. Group under headings such as sport, politics, music, celebrations etc. Explore how Christmas and other winter festivals are celebrated, recognising similarities and differences. Look at past and present in the Equality act, compare the olden days with now. What differences are there? Create a list of rules for all children to make sure they follow in school. Scenarios of different situations, children to explain how it should be dealt with following the Equality act. E.g. Somebody in a wheel chair comes to this school. What could we do as a school to ensure we are being fair?	Use Fact or Opinion activity to explore issues e.g. young girls should not attend school and would be better suited to helping in the house. Use a range of strategies to develop pupils' understanding about beliefs Through a story or text examine prejudice and discrimination e.g. Hitler and the Pink Rabbit Read a case study on an individual or group who have challenged racism or sectarianism e.g. Ghandi, Mandela, the Peace People. To explore previous inequality. What has been done to ensure the Equality act is followed. Compare life in Third World countries to life here, particularly for children. Prepare a documentary for 'Children in Need' exploring injustice and inequality.
	<p>Nether Edge Celebration Week:</p> <ul style="list-style-type: none"> Adults and pupils send in photos of a family or community celebration they have taken part in and compare and contrast with other photographs in the class. (If some pupils have no photos, take a photo in school of them 'celebrating' something with others e.g. a group success or a team winning a game). Class to spend time looking at the different pictures. Children to bring in something that is from their culture from home or something that is unique and important to them (with permission from parents). Children all have the chance to see what others have brought in and hear why. e.g. sport tops, musical instruments, religious symbols etc. Look at pictures of different food which is from different cultures, children to learn match it to the correct culture. Organise a class celebration for the Friday – involve the pupils in planning all the aspects of the celebration - invitations, party food, party games, table decoration etc. Invite pupils to come to school wearing clothes that express their culture. 							

Progression in PSHE

Nether Edge Primary 2022/2023



	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy minds and bodies	<p>Explore health in the provision.</p> <p>Objectives:</p> <p>Be aware of how to care for our bodies in order to keep healthy and well.</p> <p>Recognise and practise basic hygiene skills</p>	<p>Physical Health</p> <p>How do we stop getting ill?</p> <p>Objectives</p> <ul style="list-style-type: none"> - Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell - Understand that we can prevent tooth decay by brushing our teeth regularly <p>Health and wellbeing online, including sleep</p> <ul style="list-style-type: none"> - Understand screen time and sleep - Understand how to choose which games to play and videos to watch safely. <p>What does it mean to 'Be Healthy'?</p> <ul style="list-style-type: none"> - children to think of reasons why something might be healthy or unhealthy 	<p>Mental Wellbeing</p> <p>-What is mental wellbeing?</p> <p>Define it, explain it, how it is closely linked to our feelings.</p> <p>-explore ways to improve our mental wellbeing</p> <p>Physical Health</p> <p>How do I decide what to eat? Objectives</p> <ul style="list-style-type: none"> - Identify the components of a balanced diet. Which foods support good health and the risks of eating too much sugar, including fizzy drinks. - risks associated with not eating a healthy diet including obesity and tooth decay <p>How does exercise help us stay healthy?</p> <p>-Understand that active lifestyles including regular exercise can keep our bodies more healthy</p>	<p>Mental Wellbeing</p> <p>What is the impact healthy lifestyle can have on our mental wellbeing?</p> <p>Physical Health</p> <p>How do I help my body stay healthy? Objectives</p> <ul style="list-style-type: none"> - Understand why we need a healthy diet and what nutrients are. -Understand why we have a bed time and that we need sleep. -To know the importance of brushing teeth. <p>Will I always be a child? Objectives -</p> <p>Recognise the 5 key stages of human life</p> <p>Understand how their bodies will change as they age</p> <ul style="list-style-type: none"> - Consider how their lives will change as they get older - Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities 	<p>Mental wellbeing</p> <p>How do I manage my feelings? Objectives</p> <ul style="list-style-type: none"> - Understand the range and depth of feelings that we all experience - Learn strategies to deal with these feelings and know when to seek support. <p>Physical Health</p> <p>How do I eat a healthy diet? Objectives</p> <ul style="list-style-type: none"> - how to make informed decisions about a balanced, healthy lifestyle - The choices that support a healthy lifestyle - What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods? <p>What does a healthy body look like?</p> <ul style="list-style-type: none"> - Appreciate that healthy bodies aren't the same for everybody, including some people live with disabilities or are differently abled, how muscles can increase a person's weight but they can still be healthy. - Understand that sometimes we get ill or injured and this might affect our health temporarily. -Understand that too much time on technology can have a negative impact on anyone. <p>How does sleep affect our mental health?</p> <p>How does screen time affect our well-being?</p>	<p>Mental wellbeing</p> <p>Are we happy all the time? Objectives</p> <ul style="list-style-type: none"> - Understand the range of negative emotions that we can have and what to do if we experience low moods. What is self-care? <p>Physical Health</p> <p>How do I keep my body healthy? Objectives</p> <ul style="list-style-type: none"> - Understand the reasons WHY active lifestyles and healthy diets can have a positive effect on our lives - Appreciate that they need to balance choices that are 'good for them' and choices that bring joy - The consequences of sleep deprivation and spending too much time online. <p>How do I stop getting ill? Objectives</p> <ul style="list-style-type: none"> - Understand how to keep our teeth healthy - Understand the dangers of diseases caused by the sun how to stay safe from these <p>Understanding what is appropriate online.</p>	<p>Mental wellbeing</p> <p>Understanding how to spend a healthy amount of time online</p> <ul style="list-style-type: none"> - Recognise that our identities are defined by both our online and offline activities - Understand that the online world creates unique issues, which can affect our self-image, mental health and identity <p>Does everybody have the same feelings?</p> <ul style="list-style-type: none"> -identify positive and negative emotions and the impact these can have on our mental wellbeing. -Identify what can trigger a negative emotion. <p>Physical Health</p> <p>How can I stay fit and healthy? Children to learn about how to limit online time to improve health. Children to learn about the origins of the things we eat. Example: Fresh food vs processed food. Is frozen food good or bad for us?</p> <p>Puberty</p> <ul style="list-style-type: none"> - How will my body change as I get older? Understand the physical changes that people (everyone, just females, just males) go through during puberty. -What is menstruation? Understand the process of menstruation and how to manage it effectively. 	<p>Mental wellbeing</p> <p>Who am I?</p> <ul style="list-style-type: none"> - Learn to express our sense of identity. - Understand that our brains can get poorly and can be treated (just like our bodies). This is why it is very important for children to discuss their feelings with an adult and seek support. <p>Should we be happy all the time?</p> <ul style="list-style-type: none"> - Know that mental wellbeing varies and is not constant Impact of social media anxiety. <p>Physical Health</p> <p>Can I avoid getting ill?</p> <ul style="list-style-type: none"> - Know strategies to help them to sleep better - Identify the ways to avoid damage caused by the sun - Identify key indicators of poor health such as sun damage and poor dental hygiene <p>What things can have a negative impact on your health?</p> <ul style="list-style-type: none"> - Understand the risks of taking drugs, alcohol and tobacco <p>Puberty</p> <ul style="list-style-type: none"> - How will my feelings change as I get older? - How will I stay clean during puberty? <p>OPTIONAL sex education lesson</p>