LIPHOOK
FEDERATION

PSHE

Knowledge and Skills Progression

EYFS to Year 6

PSHE Curriculum Progression: Year R to Year 6

Personal, Social, Health and Economic (PSHE) education is a non-statutory subject, however we believe this is an essential curriculum area and use a programme called Trick Box to develop mental health and well-being strategies and SCARF standing for Safety, Caring, Achievement, Resilience and Friendship. This is a programme developed by teachers and centred on a values-based and 'Growth Mindset' approach, and promotes positive behaviour, mental health, wellbeing, resilience and achievement. We believe an effective PSHE curriculum supports great learning every day. There is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE education are critical to ensuring children are effective learners. We know how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and– crucial for pupil to achieve their best, academically and socially. Our PSHE curriculum includes the statutory content outlined in the national curriculum on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Our PSHE learning provides a comprehensive spiral curriculum, including mental health and well-being. It ensures a clear progression in knowledge, attitudes and values and skills – including the key skills of social and emotional learning, known to improve outcomes for pupils. The key areas are: Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being my Best, Growing and changing. Within our Trick Box programme, pupils develop skills in 4 areas: Confidence, Communication, Calm and Creativity.

In PSHE, we assess a pupil working at 'Greater Depth' through **ACE**. A pupil can **A**pply, **C**onnect and **E**mpathise and **E**xplain

Apply	Pupils apply skills, knowledge and understanding from their current and previous learning independently and in new contexts.
Connect	Pupils make clear, strong and appropriate links between their skills, knowledge and understanding and the new context.
Explore & Evaluate	Pupils are able to empathise and explain and critically evaluate the impact their and others' actions or comments have on themselves and others.

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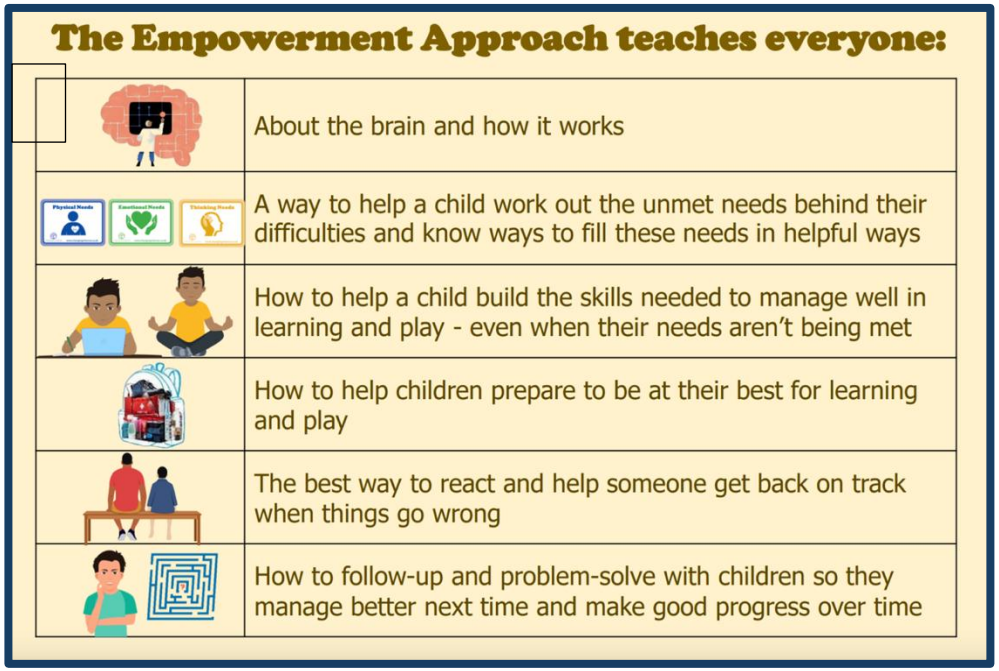
PSHE Progression: Year R to Year 6

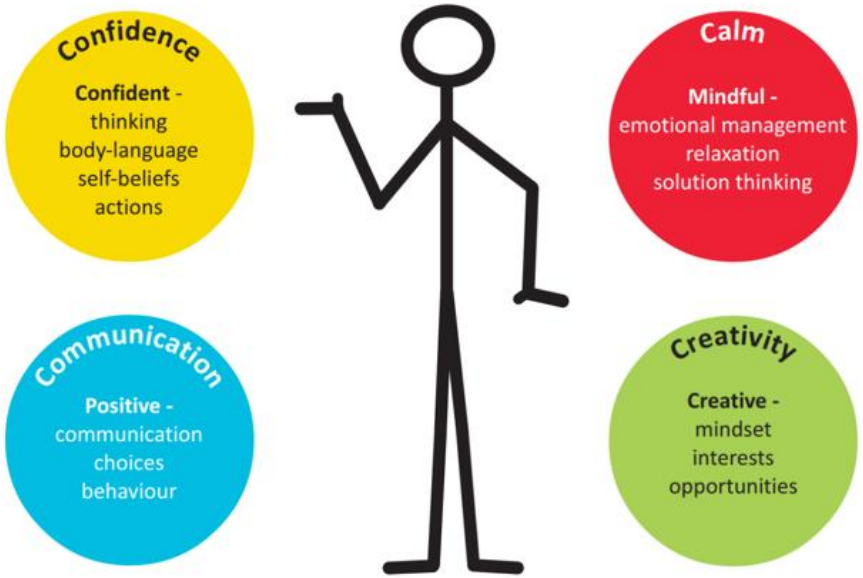
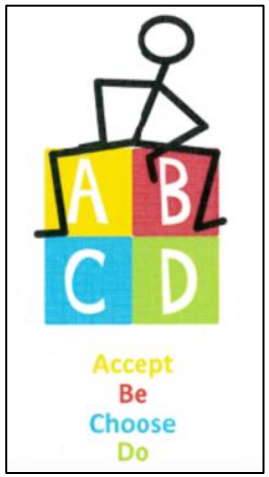
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing • Healthy • Lifestyles	• Move your body A good night's sleep • Scrummy snacks • Naming emotions	• Eat well • Our feelings • Wash and brush up • Healthy me • Super sleep	• My day • Helping us to keep clean and healthy • My body needs…	• Derek cooks dinner • Healthy eating	• Making choices Diversity • When feelings change	• Getting fit • It all adds up • Thinking about habits • Communication	• Five ways to wellbeing • I look great! • We have more in common
Me and My Relationships • All about me • Me and my special people • My Feelings	• Who can help me? • My feelings • Same and different families • Same and different homes	• Surprises and secrets • Unkind, tease or bully • Pass on the praise! • Thinking about feelings • Who are special people to you?	• Should I tell? • Solve the problem • A helping hand • I don't like that! • Feeling safe • How do we make others feel? • Being a good friend	• Tangram team challenge • Looking after special people • Danger or risk? • Friends are special • Body space	• Human machines • Can you sort it? • Together • Different feelings • Secret or surprise • Friend or acquaintance	• Taking notice of our feelings • Collaboration challenge • Give and take • Relationship cake recipe • How good a friend are you? • Qualities of friendship • Being assertive?	• Solve the • friendship problem • Working together • Let's negotiate • Assertiveness skills • Don't force me • Acting properly
Valuing Difference • Same and different • Different families and homes • Kindness and caring	Kind and caring	• It's not fair! • Good friends • Same or different?	• An act of kindness • What makes us who we are? Fun or not?	• Family and friends • Respect and • challenge • Let's celebrate our differences	• OK or not, OK? • What would I do?	• Stop, start, • stereotypes • Kind conversations Happy being me	• Advertising • friendships! • Resecting differences • OK to be different

Keeping Myself Safe • Keeping my Body safe • Listening to my Feelings • People who Help Keep me Safe Keeping Myself Safe Online	• What's safe to go on my body • Safe indoors and outdoors Listening to my feelings • People who help me keep safe Keeping safe online	• How can I help? • School rules	• Respecting privacy	• Safe or unsafe? Help or harm? The risk robot	• Medicines Danger, risk or hazard? • Who helps us keep safe?	• Smoking Independence &responsibility • Would you risk it? • Drugs: true or false? • Decision dilemmas	• What sort of drug is that? • Think before you click! • What's the risk? • Drugs it's the law! Alcohol what is normal? • Traffic lights • To share or not to share? • Pressure online
Growing & Changing • Changes Life Stages • Changing bodies	• Seasons • Life stages, plants, animals and humans • Me and my body Girls and boys	• Learning to ride a bike • Then & now • Keeping privates private • Taking care of a baby	• You can do it! • Moving house • Haven't you grown! • My body, your body	• My special pet • Top talents • I am fantastic! • My changing body	• Moving house • My feelings are all over the place! • All change!	• Different skills • How are you feeling? • Growing up & changing bodies • Changing bodies & feelings	• Is this normal? • Managing change • Challenging gender stereotypes • Media manipulation • Making babies
Living in the wider world • Rules, Rights and Responsibilities • Caring for the Environment • Money	• Why we have rules? • Looking after our environment	• Why we have rules? • Taking care of something • How should we look after our money?	• Our ideal classroom • When I feel like erupting! • When someone feels left out • Basic first aid • How can we look after the environment? • Saving for something special	• As a rule • Our friends & neighbours • For or against? • Let's have a tidy up! • My community • Helpful volunteers • Our environment • Can I afford it? • Saving money	• How do we make a difference? • In the news The people we share our world with • That is such a stereotype It's your right Logo quiz • Volunteering is cool • Why pay taxes	• Local councils Fact or opinion • The land of the red people • Rights, responsibilities and duties • My school community Spending wisely Lend us a fiver!	• Two sides to every story • Fakebook friends Tolerance and respect for others Elections • How laws are made • What's it worth? Jobs and taxes

Alongside our PSHE curriculum we use The Empowerment Approach and Trick Box to support emotional wellbeing, problem solving and self-regulation.



Trick Box



Trick Box is a personal development and emotional well-being programme. Children learn 24 tricks which teach them strategies to support confidence, creative problem solving, calm and communication. These, together with a self-coaching ABCD card, help children to develop a powerful toolkit of strategies to self-regulate.