

Step by Step Learning

PSHE

Skills

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Listen respectfully to the contributions and opinions of others.**
- **Contribute to a discussion, expressing their own ideas and opinions.**
- **Work co-operatively, valuing the contributions of everyone in the group.**
 - **Take part in a debate.**
 - **Ask questions and challenge ideas respectfully.**
 - **Consider different points of view to their own.**
- **Demonstrate our School Values and the British Values.**

Year Four

Express an opinion or idea confidently to a small audience.

Respect the opinions of others and consider different points of view to their own.

Work co-operatively as part of a group, valuing and including the contributions of all members.

Take part in a debate, expressing own views and listening respectfully to the views of others.

Challenge ideas and ask questions, giving examples to support their ideas.

Year Three

Give their own views and opinions on a variety of subjects and issues. Listen and respond respectfully to the views of others.

Consider other points of views or values that may be different to their own.

Take part in a small group debate. Challenge ideas and ask questions.

Year Two

Show respect when listening to the contribution of others. Express their own views on an issue.

Contribute to a class or group discussion. Work co-operatively as a small group.

Know what a 'debate' is and practice giving an opinion and listening to the views of others.

Year One

Take part in a class or group discussion, taking it in turns to speak. Listen to other people's contributions or ideas.

Share their own ideas or views on a subject. Include everyone in a group activity or conversation.

EYFS

Work and play cooperatively and take turns with others. Listen attentively and respond to what they hear with relevant questions, comments and actions Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

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Relationships

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Recognise and describe the characteristics of a positive, respectful relationship and know ways to foster caring friendships and relationships with others.**
- **Recognise and describe the characteristics of a negative relationship, identifying how these relationships can make them feel and knowing who to ask for help if they are worried a friendship or relationship is negatively impacting them.**
- **Recognise that families are an important part of people's lives, offering care, support and love and respecting that family structures are different and diverse.**
- **Understand that the same principles should be applied to online relationships as face-to-face relationships and where to seek help if they are concerned about something that has happened online.**
- **Understand ways that they can keep themselves and others safe by respecting boundaries and privacy and where to seek help if they feel unsafe or uncomfortable in a situation or by someone else's behaviour.**

Year Four

Understand and identify how bodies change as they grow up. Acknowledge how feelings and emotions can affect their own and other's behaviour, face to face and online. Know that there are 'safe' and 'unsafe' touches and know how to seek help if someone touches their body without consent. Know what is meant by someone's 'identity' and accept and respect different identities within our society. Understand the importance of tolerance and respect when meeting and building relationships with other people, face to face and online. Know what to do and how to seek help if they feel they are being teased or bullied and know how to support others, or recognise that others, are being teased or bullied, both face to face and online.

Year Three

Identify the physical differences between males and females and use correct terminology to refer to external body parts. Recognise different family structures, including extended and step families. Understand what constitutes a 'relationship' and that these relationships, despite being different, should make us feel happy and safe. Know how to seek help if a relationship, or an interaction online, is making them feel worried, unsafe or uncomfortable. Understand that arguments happen and know ways to solve these fairly, considering the feelings of themselves and others. Understand 'peer pressure' and consider ways in which they may experience this, including in online situations.

Year Two

Understand how their behaviour can affect other people, positively and negatively. Identify positive and negative behaviour when working as a group or team. Know and accept that teasing and bullying are unacceptable, in school, out of school and online. Know how to seek help if they feel they are being teased or bullied or have experienced an interaction online that has worried them. Understand that friend and family relationships can change over time. Describe the differences between boys and girls and reflect upon some common gender stereotypes. Know the differences between secrets and surprises and where to seek help if they are asked to keep a secret that has made them feel uncomfortable.

Year One

Know and name members of their own family and understand that other people's families may be different to theirs. Understand and celebrate similarities and differences between friends and other people. Understand what a good friendship looks like. Recognise how having, and being, a good friend makes them feel. Know the difference between good and bad secrets. Know what bullying and teasing looks like and who they can turn to for help if they feel they are being bullied. Know where to seek help if they receive an unkind or worrying message or interaction online.

EYFS

Show an understanding of their own feelings and those of others. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

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Personal Safety

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Know that we need to adapt our behaviour to stay safe in certain situations.**
- **Assess risk across a wide range of everyday situations (e.g. at the swimming pool, crossing the road, when near the lake).**
- **Know the general safety rules for a range of everyday situations and common hazards (e.g sun safety)**
 - **Know how to store, handle and take a medicine safely.**
 - **Know how to act in an emergency and how to call for help.**
- **Be able to respond to the needs of others, e.g. those who have allergies or require basic first aid.**

Year Four

Understand health and safety rules and procedures in school and why they must be rigorously adhered to. Know what to do in an emergency and how to call for help. Know how to deliver some basic First Aid. Understand what an allergy is and why allergies are taken seriously. Know how to limit the spread of bacteria and viruses and the situations where this may be especially important (e.g. washing hands before handling food). Know how they can take some responsibility for their own health and safety.

Year Three

Understand what is meant by 'risk' and identify common, everyday risks that can pose hazards. Understand how medicines are prescribed and how they must be stored and handled correctly. Know the guidance for staying safe in the sun and how they can take responsibility for their own sun safety.

Year Two

Recognise some common scenerios that could pose a danger (e.g swimming pool, crossing the road). Know some common rules for staying safe in everyday situations (e.g. when crossing the road, at the train station). Know the difference between a secret and a surprise and how to seek help if they are asked to keep something secret.

Year One

Understand that some things may be dangerous if they are touched or swallowed and know how to seek help for themselves, or others, if this happens. Know that some people are allergic to foods or materials and understand why we are a nut free school. Know how to cross the road safely. Know how to protect themselves from the sun and understand how the sun can be dangerous.

EYFS

Give focused attention to what the teacher says, responding appropriately and showing an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly. Know how to stay safe in the sun and practise sun safety with the help of an adult (e.g. wear a sun hat, drinking water). Know how to use equipment safely (e.g. scissors).

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Health Education

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Understand that mental health is a normal part of daily life and know ways that they can nurture their own mental health and recognise when they are struggling.**
- **Name and recognise a range of emotions they and others feel in response to different experiences and situations.**
- **Consider how time spent online can affect their health and wellbeing and know how to use the internet safely and responsibly.**
- **Recognise the importance of an active lifestyle and balanced diet and gain responsibility in making their own positive, healthy choices.**
- **Identify other ways that they can look after their physical and mental health, including sun safety, not smoking, personal hygiene and good sleep.**

Year Four

Know what to do in an emergency and how to deliver some basic First Aid. Understand how bacteria and viruses are spread and how we can act to limit this. Know that smoking is bad for their health and the negative effects smoking can have on the body. Explore the ways we can take responsibility for our own physical and mental wellbeing. Describe how our bodies change as we grow from a child into a teenager and then an adult. Understand how feelings and emotions can affect the behavior of ourselves and others and where they can seek help with managing their emotions.

Year Three

Identify the physical differences between males and females, using the correct terminology to name external body parts. Know what is meant by a 'balanced diet' and suggest meals that would be nutritionally balanced. Recognise that the choices we make affect our physical and mental health and consider ways in which we can nurture these. Identify ways we can nurture our mental wellbeing and where they can seek help if they are struggling with low mood or negative thoughts.

Year Two

Label and name external body parts correctly. Know what is meant by having 'good hygiene' and describe the ways we can promote being hygienic in school and at home. Understand that we can make good and bad choices related to our physical and mental health and consider the consequences of certain behaviours. Identify some ways that they can support their own mental wellbeing.

Year One

Name and identify their own external body parts correctly. Describe some of the physical ways the human body changes as it grows older, from baby to child, to adult to elderly. Identify that eating healthy foods, being active, sleeping well and doing activities that they enjoy will make them feel healthy and happy. Understand that having happy and calm thoughts is an important part of being healthy and well.

EYFS

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Know the role of people who can help us with our health (e.g doctor, nurse, dentist). Understand how to look after their teeth and the importance of good dental hygiene.

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Citizenship and Economic Education

When all components are taught, practised, processed and transferred to long term memory, our children will be able to:

- **Understand how British Values, rules and democracy underpin our society.**
- **Understand the importance of community within our own lives and society, and know how they can be an active and positive member of their own communities.**
- **Respect and appreciate that Britain is a diverse and inclusive society, where everyone is respected and treated equally.**
 - **Know their own rights and responsibilities and how they can advocate for change.**
 - **Accept and respect different identities within modern Britain.**
- **Understand how money is used within their lives and the wider world, knowing ways that they can make good and responsible economic choices.**

Year Four

Explore how democracy affects our lives, in school and in society, understanding the role of a local councillor and MP. Understand why laws exist and how they are made. Understand that as we grow up, responsibility increases and identify some of the responsibilities adults in their lives may have. Know some of their 'rights' and consider how these ensure society is fair and equal.

Year Three

Identify how democracy is practiced in school, through our School Council and elected representatives.

Reflect upon their own skills and strengths and know how these can be used to make positive contributions in out and of school. Know the role of a local councillor. Understand what is meant by 'community' and identify some of the communities they and other belong to. Accept and respect the differences and similarities between communities. Respect equality and understand why this is an important part of our society.

Year Two

Understand the role of the School Council and School Council Representatives and how to process of electing these is fair and consistent. Understand why rules in school are needed and why we have laws in our country. Know what is meant by 'diverse' and understand the UK is a diverse society. Describe the positive and negative features of their local area.

Year One

Know that we have class rules and that they are in place to keep us safe and happy. Know that we have a School Council and School Council Reps from each class and understand how they contribute to school. Understand that we can all contribute to making our school a happy and safe place to be. Identify 'right and wrong'. Identify 'fair and unfair'. Understand that all living things have needs and identify who is responsible for look after their own needs.

EYFS

Explain the reasons for rules, know right from wrong. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in this country.