

Steeple Claydon School Progression Criteria – (PSHE)

Substantive and Disciplinary Knowledge	End of EYFS	End of KS1	End of Year 4	End of KS2
Relationships, respect and feelings	<p>Initiate conversations, takes account of what others say.</p> <p>Describe how others' feel.</p> <p>Demonstrate an understanding of behaviour, consequences and follow rules.</p> <p>Listen to other people and play co-operatively.</p>	<p>Demonstrate named feelings using facial expressions.</p> <p>Explain how their actions have consequences for themselves and others.</p> <p>Learn about loss and change and the feelings involved in those situations.</p> <p>Recognise how their behaviour affects other people.</p> <p>Identify different types of bullying, that bullying is wrong, and how to get help with bullying.</p>	<p>Identify different types of relationships and show ways to maintain good relationships.</p> <p>Describe how 'family' can mean different things to different people.</p> <p>Recognise that their actions affect themselves and others.</p> <p>Describe why someone might start a relationship with another person.</p> <p>Make positive comments about themselves and others.</p>	<p>Demonstrate respect and tolerance towards people different from themselves.</p> <p>Recognise that images and media are not always an accurate portrayal.</p> <p>Describe different kinds of care and love.</p> <p>Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from them.</p> <p>Recognise and challenge stereotypes</p> <p>Explain how relationships might change over time.</p> <p>Name different forms of marriage.</p> <p>Respond to or challenge negative behaviours such as bullying or aggression.</p>
Vocabulary	<p><i>Boy, Girl, Mum, Dad, friend, speak, friendly, kind, share, positive, negative,</i></p>	<p><i>Male, female, different, behaviour, loss, bullying, help, friendly, consequence</i></p>	<p><i>Relationships, same-sex, parents, guardians, fostering, adoption, stereotype, diversity</i></p>	<p><i>Relationships, stereotype, diversity, respect, tolerance, social media, Instagram, online, lesbian, gay, homosexual, marriage, wedding, bullying, aggression.</i></p>

	<i>consequence, rules</i>			
Diversity	Describe similarities and differences in people. Know that people and families are different.	Describe how they are the same as, or different to, a friend or family member. Describe and respect similarities and differences between people from different places in the world, or different ethnic backgrounds.	Demonstrate sensitivity and understanding of people with different values, customs and cultures. Explain the words 'discrimination' and 'stereotype' and give examples of both.	Explain the words 'culture' and 'racism' and give examples of all. Describe how different types of rights need to be protected, supported and balanced – name some of their rights as children.
Vocabulary	<i>Same, different, kind</i>	<i>similarities, differences, ethnic, world, characteristics, respect</i>	<i>discrimination, stereotype, sensitivity, values, beliefs, culture, customs, diversity</i>	<i>racism, culture, black lives matter, movement, beliefs, rights, the rights of a child</i>
Emotional well-being	Describe how they and others' show feelings. Show sensitivity to others' needs. Understand what is happy and sad.	Describe things that make them feel happy and sad. Explain how they share responsibility for keeping themselves and others safe. To manage when finding things difficult.	Describe situations that they find stressful and explain ways they can make these better. Describe factors that effect emotional well-being. Recognise strong emotions and identify ways of self-regulating them positively.	Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this. Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them.
Vocabulary	<i>happy, sad, upset, feelings, sensitive</i>	<i>unhappy, happy, responsibility, difficulty, safety, mental health</i>	<i>positivity, situations, stress, well-being, mental health, emotions, self-regulation, anger</i>	<i>emotionally, physically, mentally, healthy, manage, high level of risk</i>
Confidence and responsibility	Demonstrate that they are confident to try new activities. Demonstrate confidence to speak in a familiar group and to ask for help.	Demonstrate growing independence and responsibility when carrying out everyday tasks. Recognise what is fair/unfair, right/wrong, kind/unkind. Being independent – getting ready for the new year.	Make positive comments about themselves and others. Identify positive ways to face new challenges, applying knowledge creatively.	Show responsibility in managing daily tasks and learning, individually and in a team. Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth.

Vocabulary	<i>confident, speak, group</i>	<i>independence, fair/unfair, right/wrong, kind/unkind, needs, independent, new, ready</i>	<i>positivity, comments, challenge, determination</i>	<i>daily tasks, learning, team, achievements, strength, weakness, challenge, difficulty</i>
Financial understanding	Beginning to use everyday language to associated with money.	Explain in simple terms where money comes from and what money is used for in everyday life. Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.	Describe different ways people earn and manage money and their personal finances, including how to budget. List several ways of saving money. Discuss how to make money and show enterprise.	Explain what it means to be an ethical consumer and give examples of ethical consumerism such as Fair Trade. Talk about a range of jobs, and explain how they will develop skills to work in the future. Understand the terms ‘savings’, ‘interest’, ‘tax’, and ‘debt’.
Vocabulary	<i>money, coins, notes, purse</i>	<i>money, coins, notes, purse, fiver, spend, tenner, buy, sell</i>	<i>savings, money, finance, budget, managing money, earn, spend, enterprise</i>	<i>ethical, consumer, fair trade, job, work, saving, interest, tax, debt</i>
Citizenship	Understand that own actions affect other people. Beginning to negotiate and solve problems without aggression.	Explain how they belong to various groups and communities and contribute to the development of class and group rules. Identify and describe characteristics that make a good citizen. Debate some topical issues. Help create the class rules. Recognise that all living things have needs. Know what makes a good citizen.	Explain the school rules and basic emergency procedures – be able to call the emergency services. Explain how they might make a positive contribution to a world issue. Recognise the role of voluntary and community groups. Understand why rules are needed. To resolve differences by looking at alternatives, making decisions and explaining choices.	Explain how rules and laws protect them and others in a variety of situations. Explain the word ‘democracy’. Explore an emotive issue, considering both sides and form a personal view. Explain how they can make a positive contribution to society, now and in the future.
Vocabulary	<i>angry, helpful, consequence, kindness</i>	<i>rules, manners, community, group, characteristics, citizen, news, needs, local, European, national, global, commonwealth</i>	<i>citizenship, contribution, voluntary, community, group, decisions, choices, rules, alternatives</i>	<i>British Value, democracy, laws, police, government, personal, global, issue, judgement, contribution, society</i>
Personal safety, health and hygiene.	Explain safe/Unsafe play areas. Explain	Explain ways of keeping clean.	Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet.	Make informed choices to maintain their health and well-being and explain reasons for these choices.

	<p>safe/Unsafe people.</p> <p>Explain why washing our hands is important.</p> <p>Know the importance of physical exercise and a healthy diet.</p> <p>Dress and go to the toilet independently.</p>	<p>Identify some hazards in the home and ways of keeping safe – including understanding medicine,</p> <p>Explain why exercise and rest contribute to a healthy lifestyle.</p> <p>Recognise some dangerous situations out of school grounds.</p> <p>Understand how to call the emergency services and ask for help.</p> <p>Understand how bacteria and viruses are spread and dealt with.</p> <p>Know about the process of aging.</p> <p>Name key parts of the body.</p>	<p>Recognise who they can talk to if they need support.</p> <p>Identify some factors that affect emotional health and well-being.</p> <p>Develop their understanding of online safety, including the protection of personal details.</p> <p>Explain the school rules and basic emergency procedures – be able to call the emergency services.</p>	<p>Understand the changes involved in puberty and about human reproduction.</p> <p>State the basic facts and laws about alcohol, tobacco and legal/illegal drugs.</p> <p>Understand there are different levels of risk, including when a ‘secret’ should be shared.</p> <p>Basic first aid.</p> <p>Understand the importance of sleep.</p> <p>Understand what impacts mental health.</p> <p>Know that pressure to behave in a particular way can come from a variety of sources.</p>
Vocabulary	<p>washing, brushing teeth, getting dressed, clean</p>	<p>older, younger, exercise, healthy, medicine, safe, germs, bacteria, virus, police, ambulance, fire brigade, hazards, hygiene</p>	<p>rules, emergency, emotional health, physical health, well-being, emergency services, support, balanced diet, healthy lifestyle</p>	<p>sleep, health, well-being, puberty, alcohol, tobacco, legal/illegal, drugs, medicine, secret, first aid, recovery, sleep, rest, relaxation, impact, anxiety, peer pressure</p>
RSE		<p>Challenging male and female stereotypes.</p> <p>Understand the life cycle of frogs, butterflies and humans.</p> <p>Explore changes between children and grown-ups.</p> <p>Name the different parts of boys and girls bodies.</p>	<p>Name changes that occur within the body, emotions and relationships between boys and girls.</p> <p>Name body parts and learn about the reproductive system.</p> <p>Identify and cope with change.</p> <p>Know who to speak to for help.</p> <p>Learn about good and bad secrets.</p>	<p>Year 5 - Understand the meaning of the words, “lesbian” and “gay”.</p> <ul style="list-style-type: none"> - Use terminology in correct and unharmed ways. - Understand why and how humans reproduce. - Understand the process of puberty and menstruation.

		Name which parts of the bodies are private and know how to say 'no' if they don't want someone to touch them.	Answer the question, "What do I do if someone wants me to do something dangerous, wrong or that makes me feel uncomfortable?"	Year 6 - Recognise the link between love and sex. <ul style="list-style-type: none"> - Recognise that wet dreams and sexual feelings are normal. - Recall safe and helpful sources for finding information about reproduction. 			
Vocabulary		<i>Penis, Vulva, Vagina, hug, kiss, touch, family, safe, taller, adult, child, baby, life-cycle</i>	<i>Male, female, body, puberty, penis, vulva, vagina, comfortable, uncomfortable, touch, family, adoption, relationship, breasts, pregnancy, pubic hair, reproduction, gender</i>	<i>puberty, physical changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, uterus, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, intimacy, genitals, protection</i>			
<u>Reading spine texts</u>	The very cranky bear – Nick Bland The Smile Shop – Satoshi Kitamura	The Colour Monster – Anna Llenas Owl Babies – Martin Wadell Taking a bath with the dog and other things that make me happy – Scott Menchin Tough guys have feelings too! – Keith Negley Not now Bernard -David McKee	You should, you should – Ginny Tilby The way I feel – Karen Spahn The Dark – Lemony Snicket I really want to shout – Simon Phillip	My many coloured days – Dr Seuss The Invisible string – Patrice Karst	Can I catch it like a cold? Red: A crayon's story – Michael Hall	Listening to my body – Gabi Garcia	The sad book – Michael Rosen