



THORPE HESLEY PRIMARY SCHOOL

Progression Document for PSED/ PSHE and C

Progression Document for EYFS

	0-3 Years - N1 (Jan Nursery Starters)	3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters)	Reception
Disciplinary Knowledge Expression Discussion Exploration Questioning	Key Vocabulary: Happy, sad, feelings, love. Substantive Knowledge: Full development matters statements coverage is available for Nursery and Reception – please see separate document for specific objectives I know how to show how I feel I can start to manage my own feelings I can say what I like/don't like I can make relationships with others	Key Vocabulary: Problem, happy, sad, angry, worried Substantive Knowledge: Full development matters statements coverage is available for Nursery and Reception – please see separate document for specific objectives I can show confidence in new situations I choose my own activities I can find ways to solve problems I can play with others I can follow simple rules	Key Vocabulary: Feelings, challenge, persevere, healthy, negotiate Substantive Knowledge: Full development matters statements coverage is available for Nursery and Reception – please see separate document for specific objectives I can talk about my feelings I can negotiate with others I can talk about how to keep myself healthy I can talk about the needs of others

Progression Document for KS1/KS2

	Year 1	Year 2	Year 3
Disciplinary Knowledge Discuss Categorise Sort Explain Compare Identification Classification Description	Key Vocabulary: Safe, healthy, medicine, money, positive/negative, same/different Substantive Knowledge: Full end of primary statements and coverage documents are available on RoSIS scheme of work. To recognise ways in which we can promote a caring trusting environment. To see ourselves as a valued and valuable member of the school community. To know what makes a good friend. To identify similarities and differences between people. To identify what contributes to a healthy lifestyle. To recognise how they are growing and changing. To develop skills to keep themselves safe. To help children understand their role in the safe handling of medicines and substance. To recognise that substances can affect our bodies.	Key Vocabulary: Influence, respect, truthfulness, trust, loyal, lonely, Substantive Knowledge: Full end of primary statements and coverage documents are available on RoSIS scheme of work. To understand that different influences can affect choices. To identify what makes a good friend or family member. To recognise their own growing competencies and responsibilities. To identify what contributes to a healthy lifestyle. To talk about growth and change To know people who help them and how to ask for help. To know the difference between safe and dangerous places to play and how accidents can happen. To understand the responsibility involved in making choices. To recognise how to keep themselves safe. To know when to say no. To extend understanding of what goes into their bodies, how it enters and its impact. To understand the role of medicines and health.	Key Vocabulary: Separation, loss, belonging, rights, choices, risk, pressure Substantive Knowledge: Full end of primary statements and coverage documents are available on RoSIS scheme of work. To know that choices have consequences To see ourselves as valued and valuable members of the school community To recognise what is fair and unfair and the difference between right and wrong To recognise the difference between wants, needs and rights To consider some of the changes that take place in people's lives and reflect on some of the changes in their own lives. To be able to recognise some of the emotions involved in loss situations and consider what is helpful and unhelpful in such situations. To understand the consequences of racism, teasing, bullying and discrimination. To understand the feelings and emotions associated with belonging. To begin to consider the effect of media and peer influences on their lifestyle choices. To develop skills for weighing up the choices involved in and the reasons for and against taking risks. To develop ways to resist unhelpful pressure to take risks with their health.



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Progression Document for KS1/KS2

	Year 4	Year 5	Year 6
Disciplinary Knowledge Discussion Presentation Sorting Classification Categorise Persuasion Surveys Research Description Mind maps Quizzes Review Debate	Key Vocabulary: Attitude, difference, gender, judgements, well-being, immunisation, environment, illegal Substantive Knowledge: Full end of primary statements and coverage documents are available on RoSIS scheme of work. To learn how to make positive choices. To know that choices have consequences. To identify and discuss similarities and differences between people. To understand elements of basic hygiene To identify what contributes to a healthy lifestyle. To explore the concepts of safety and risk To explore personal safety indoors and outdoors To consider sensible road safety To increase awareness of the different types of drugs, their effects and dangers To revise health and safety skills and awareness of handling medicines The increase knowledge of the effects and dangers of smoking. To explore feelings around smoking and smokers. To reinforce awareness of peer pressure. To help children say no to cigarettes.	Key Vocabulary: Consequences, self-esteem, attraction, grief, values, puberty, periods, addicted, hazard, democracy Substantive Knowledge: Full end of primary statements and coverage documents are available on RoSIS scheme of work. To know it is their right not to be hurt and to live without fear. To know what is meant by love. To understand the importance of self-image. To understand that feelings can influence behaviour and vice versa. To empathise with the feelings of other people. To help children acquire the skills and ideas to enable them to resist early experimentation. To understand the importance of alcohol on physical and mental health and lifestyles To offer a more realistic view of what addiction can mean To look at risk assessment linked to personality To learn about different reasons why people do or no not drink alcohol To reflect on the impact of one's behaviour on others	Key Vocabulary: Attraction, transition, responsible, puberty, adolescence, accurate terminology for body parts, budget, fair trade Substantive Knowledge: Full end of primary statements and coverage documents are available on RoSIS scheme of work. To discuss what we mean by "going out" with someone and what we mean by love To learn how to make positive choices To know that choices have consequences To explore the types of challenges that occur as children grow To help children to face new challenges positively To understand about the laws on drugs, alcohol and tobacco and about reasons for having such laws To know how to take part in a discussion or debate To consider other people's opinions and a range of relevant factors when making a decision To develop skills and awareness for dealing with drug related situations To develop and practice strategies for resisting peer pressure