Hamilton Academy

PSHE: progression of skills

Purpose of study: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. Topics that will be covered include: Anti bullying, beginning and belonging, financial capability, healthy lifestyles, managing safety and risk, diversity and communities, drug education, managing change, my emotions, right, rules and responsibilities and RSE.

https://www.gov.uk/government/publications/personal-social-health-and-economic-education- pshe/personal-social-health-and-economic-pshe-education

Our curriculum is building on the skills learned in our Early Years							
SKILLS							
	F1/2	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
MYSELF & MY RELATIONSHIPS BEGINNING AND BELONGING (BB 1/2)	**BEGINNING AND BELONGING** • Belonging in the class • Likes and dislikes • Similarities and differences • Setting goals • Recognising feelings • Communication and cooperation • Ground rules • Rights, rules and responsibilities • Right and wrong • Fair and unfair • Valuing difference and diversity	• Feeling safe and happy • Belonging in the class / school / community • Ground rules • Doing new things • Resilience • Asking for help	• Class and school rules and charters • Rules and laws in society • Understanding right and wrong • Explaining views • Decision making • School and class councils • Responsibilities to other people	• Ground rules/class charters • Responsibilities • Belonging • New situations • Meeting new people • Resilience • Managing feelings • Asking for help • Networks of support	• Respect • Authority • Class/school rules & charters • Rights and responsibilities • Democracy at school • School and class councils • Decision making • Debating and voting • Responsibilities at school and at home	• Ground Rules / class charters • Responsibilities • Belonging • New experiences • Resilience • Managing emotions • Networks of support • Online sources of support	• Healthy friendships • Trust • Loyalty • Empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities **MYSELF & MY RELATIONSHIPS MANAGING CHANGE (MC 5/6)** • Range of changes

							• Emotions • Strategies for change • Supporting others • School/phase transition
	F1/2	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
MYSELF & MY RELATIONSHIPS MY EMOTIONS (ME 1/2)	**MY FAMILY AND FRIENDS (INCLUDING ANTI-BULLYING)** • Kind and unkind behaviour • Bullying • Conflict resolution • Asking for help and telling • Being assertive • Safety circle • Supporting others • Identifying and managing emotions • Feelings, thought and behaviour • Fair and unfair • Loss and change • Empathy	• Self- awareness • Assertiveness • Identifying & naming emotions • Coping with feelings • Feelings, thoughts & behaviour • Likes & dislikes • Impulsive behaviour • Calming down & relaxing • Seeking support	• Friendship • Truthfulness • My family • Special people • Problem solving in relationships • Different points of view • Personal space • Networks of support	• Falling out • Prejudiced- based bullying • Respect • Direct and indirect bullying • Cyberbullying • Bystanders and followers • Being supportive • Getting help	• Self – respect • Mental wellbeing • Communicating emotions • Self-care • Diverse emotions/responses • Care & respect for others • Seeking support.	• Mental health • Self-respect & identity • Feelings, thoughts, behaviour • Recognising strong feelings • Loneliness • Empathy • Networks of support	**FRIENDSHIP DIFFICULTIES** • Defining bullying • Bullying relating to race / religion / culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & • emotional wellbeing • Peer influence • Bystanders / colluders • Responsive strategies • Assertiveness • Equality Act • Sources of support
	F1/2	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
CITIZENSHIP WORKING TOGETHER (WT 1/2)	**ME AND MY WORLD** • People and places • Family, school, neighbourhood • Jobs roles and responsibilities • Helping and working together • Caring for living things • Local environment • Money	• Recognising strengths • Developing skills • Steps towards goals • Effective communication • Compromise & co-operation • Discussion & negotiation • Applying group work & communication skills • Evaluating	• Respecting difference • Defining bullying • Physical, mental and emotional wellbeing • Assertiveness • Networks of support • Telling & asking for help • Supporting others • Creating an anti-bullying ethos			**SELF-PERCEPTION AND SELF-EVALUATION** • Developing skills • Steps towards goals • The world of work • Effective communication • Chairing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media	**COURTESY, MANNERS & RESPECT** • Online behaviour • Privacy • Ground rules/class charters • Children's rights • Conflicting rights & • responsibilities • Rules and laws in society • Role of the police • Local & national democracy • Participation in class

						• Evaluation	& school • School and class councils • Social and moral issues
	F1/2	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
CITIZENSHIP DIVERSITY AND COMMUNITIES (DC 1/2)	**IDENTITIES AND DIVERSITY** • Similarities, difference and diversity • Respecting and valuing others • The way we live • Neighbourhood • Our beliefs • Routines, customs and traditions • Culture, race and religion	• My identity • Different families Different cultures and beliefs • Groups in and out of school • Respect • Community • Stereotypes • People who help us • School environment • Needs of people/animals / pets/plants	**ECONOMIC WELLBEING FINANCIAL CAPABILITY (FC 1/2)** • Money in different / familiar contexts • Cash values • Money as a finite resource • Uses of money • Saving and spending • Effects of loss • How banks etc. work • Emotions in relation to money • Charity	**ECONOMIC WELLBEING FINANCIAL CAPABILITY (FC 3/4)** • Understanding large amounts of money • Sources of money • Saving and spending • Cash versus money • Keeping track of money • Value for money • Impact of choices • Charities • Emotions	• Similarities and differences • People in the community • People with different backgrounds • Stereotypes • Roles in the community • Local environment • Animal welfare • Role of the media	**INFLUENCES ON MY IDENTITY** • Gender • Diversity in communities • Challenging stereotypes • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability	**ECONOMIC WELLBEING FINANCIAL CAPABILITY (FC 5/6) EARNINGS & DEDUCTIONS** • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities
	F1/2	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
HEALTHY & SAFER LIFESTYLES MANAGING SAFETY AND RISK (MSR 1/2)	**MY BODY AND GROWING UP** • Valuing the body • Body parts • My teeth • Shapes and sizes • Self-care skills • Change and responsibilities	• Risky situations • Emotions associated with risk • Basic personal information • Asking for & giving help in an emergency • Safety eyes & ears • Road safety • Travel to & from school • Rules for keeping safer • Sun safety • Water safety • Keeping safe from accidents	• Medicines • Health professionals • Going to the doctors • Feeling ill, feeling better • Risky household substances • Safety rules • Being persuaded	• Emotions in risky situations • Dealing with pressure in risky • Situations • Reactions to risk • Taking action in an emergency • Road safety • Fire safety • Safety during activities and visits • Preventing accidents in familiar settings		• Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Road safety • Sun safety • Cycle safety • Railway safety • Electrical safety • Health and safety rules in school • Preventing a wider range of accidents	**HEALTHY & SAFER LIFESTYLES DRUG EDUCATION (DE 5/6)** • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations
	F1/2	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
HEALTHY & SAFER LIFESTYLES DIGITAL LIFESTYLES (TG	**KEEPING SAFE (INCLUDING DRUG EDUCATION)**	• Decision making • Positive contributions	• Identifying and communicating feelings		**HEALTHY & SAFER LIFESTYLES** • Drug Education	• Decision making • Positive contributions	**HEALTHY & SAFER LIFESTYLES PERSONAL SAFETY**

DIGITAL LIFESTYLES)	• Assessing risk • Personal safety skills • Safety circle • Good and bad secrets • Good and bad touches • Real and pretend • Lost and found • Road safety • Safe use of medicines • Medicines, pills, injections	• Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting	• School/classroom rules • Early Warning signs • Identifying trusted adults • Networks of support • Recognising unkind behaviour • Bodily autonomy • Safe, unsafe & unwanted touch • Safe and unsafe secrets • Online safety		• Medicines and legal drugs • People who use medicines & legal drugs • Rules for safe storage • Finding risky items • Influence of friends • and media • Immunisations.	• Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting	**(PS 5/6)** • Recognising own feelings & considering others • Rights and responsibilities • Is my fun, fun for everyone? • Early Warning signs • Identifying trusted adults • Networks of support • Safety continuum • Recognising and reporting abuse or neglect • Bodily autonomy • Personal boundaries • Safe, unsafe, unwanted touch • Safe and unsafe secrets • Online safety • Protective interruption • Assessing risk
	F1/2	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
HEALTHY & SAFER LIFESTYLES RELATIONSHIPS AND SEX EDUCATION (RS 1)		**HEALTHY & SAFER LIFESTYLES HEALTHY LIFESTYLES (HL 1/2)** • How can I stay as healthy as possible?	• Babies to children to adults • Growing up • Caring families • Family variety • Marriage • Changing responsibilities	• Male and female bodies • Talking about bodies • Valuing the body's uniqueness & Capabilities • Responsibilities for hygiene • Preventing spread of illnesses	• Stages of human life cycle • Seed +egg • Being grown up • My responsibilities • Caring families	• Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria	• Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families
	F1/2	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
HEALTHY & SAFER LIFESTYLES HEALTHY LIFESTYLES (HL 1/2)	**HEALTHY LIFESTYLES** • Healthy choices • My teeth • Food and drink • Exercise • Rest and sleep • Leisure time	• Staying healthy • Rest and sleep • Dental health • Eatwell Guide • Physical activity • Healthy eating	**MYSELF & MY RELATIONSHIPS MANAGING CHANGE (MC 1/2)** • Changing friendship patterns • Changing skills & responsibilities	• Eatwell guide • Basic food hygiene & preparation • Active Lifestyles • Mental wellbeing • Sleep • Influences on	**MYSELF & MY RELATIONSHIPS MANAGING CHANGE** • Range of experience of change • Positive changes	**EATWELL GUIDE** • Nutritional content • Portion sizes • Meal planning • Sleep hygiene • Dental health • Health as a	

		• Food preparation • Making real choices	• Changing habits • Transitions within school • Losing things • Emotions involved with change	lifestyle choices • Dental care • Leisure activities	• Emotions involved in loss of change • Taking responsibility for choices • Confidence in new situations • People I see, people I don't see • Bereavement	continuum • Risks & benefits of lifestyle choices • Physical illness • Gaming/social media age restrictions	