

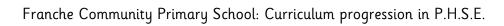


Relationships	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught: 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.	Begin to recognise some feelings (for example through recognising facial expressions) and begin to name these (for example, angry, happy, sad).	Identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.	Demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	Express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	Identify ways to face new challenges as part of growing up.	Identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

Franche Community Primary School: Curriculum progression in P.H.S.E.



Health and Wellbeing	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught: 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing	Recognise ways of keeping clean and begin naming the main parts of the body. Begin to notice that people grow from young to old. To know foods help us grow.	Explain ways of keeping clean and they can name the main parts of the body. Explain that people grow from young to old. Understand the importance of eating 5 a day.	Make simple choices about some aspects of their health and wellbeing and know what keeps them healthy. Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. Understand the importance of eating the right amounts of different foods.	Make choices about how to develop healthy Lifestyles.	List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. Understand when they should keep secrets and promises, and when they should tell somebody about them by following the NSPCC PANTS rule.	Identify some factors that affect emotional health and wellbeing. They can identify and explain how to manage the risks in different situations. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Able to make healthy food choices.	Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. Understand the importance of diet, exercise, drugs and lifestyle on the way their bodies function.





|--|

$\label{lem:community-primary-school} Franche\ Community\ Primary\ School:\ Curriculum\ progression\ in\ P.H.S.E.$



Living in the Wider World.	Early years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught:	Begin to	Explain	Recognise that	Explain how their	Describe the	Children can	Describe some of
1. about respect for self and others and the importance of	recognise	different ways	bullying is wrong	actions have	nature and	respond to, or	the different
responsible behaviours and	different ways	that family and	and can list some	consequences for	consequences of	challenge,	beliefs and values
actions	that family and	friends should	ways to get help	themselves and	bullying, and can	negative	in society, and
	friends should	care for one	in dealing with it.	others. They can	express ways of	behaviours such	can demonstrate
2. about rights and	care for one	another.	Recognise the	describe the	responding to it.	as stereotyping	respect and
responsibilities as members of families,	another.		effect of their	nature and		and aggression.	tolerance
other groups and			behaviour on	consequences of	Identify		towards people
ultimately as citizens			other people, and	bullying, and can	different types of		different from
2 1 1155			can cooperate	express ways of	relationship (for		themselves.
3. about different groups and communities			with	responding to it.	example marriage		Talk about a
continuanties			others (for		or		range of jobs,
4. to respect equality and to			example by	Show how they	friendships), and		and
be a productive member of a			playing and	care for the	can		explain how they
diverse community			working with	environment (e.g.	show ways to		will
5. about the importance of			friends or	animals and	maintain good		develop skills to
respecting and protecting the			classmates).	school	relationships (for		work in the
environment				grounds).	example listening,		future.
			Identify and		supporting,		They can
6. about where money comes from, keeping it safe and the			respect		caring).		demonstrate how
importance of managing it			differences and				to look after and
effectively			similarities	Community topic-	Community topic-	Community topic-	save money.
	Community topic-	Community topic-	between	at least one per	at least one per	at least one per	
7. how money plays an	at least one per	at least one per	people.	year.	year.	year.	Community topic-
important part in people's lives	year.	year.	Community topic-				at least one per
			at least one per	Enterprise topic-	Enterprise topic-	Enterprise topic-	year.
8. a basic understanding of	Enterprise topic-	Enterprise topic-	year.	at least one per	at least one per	at least one per	Enterprise topic-
enterprise.	at least one per	at least one per	Enterprise topic-	year.	year.	year.	at least one per
	year.	year.	at least one per				year.
			year.				