Substantive: Green Disciplinary: Blue Behaviour Curriculum

PSHE Curriculum Progression – Apley Wood Primary School							
	EYFS	**KS1**		**KS2**			
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn **Relationships** Families and Friendships Safe relationships Respecting ourselves and others	I see myself as a valuable individual. I can manage my own needs. I can show resilience and perseverance in the face of challenge. I know the rules and can explain the reasons for rules, know right from wrong and try to behave accordingly I can express my feelings and consider the feelings of others. I can identify and moderate my own feelings socially and emotionally I can set and work towards simple goals, being able to wait for what I want and control immediate impulses when appropriate I can use kind hands and kind words. I am learning to walk safely facing the direction of travel.	I know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. I know about the importance of telling someone — and how to tell them — if I am worried about something in my family. I understand about what it means to keep something private, including parts of the body that are private. I know when it is important to ask for permission to touch others. I understand how behaviour can affect others. I can discuss how behaviour can affect others. I understand what respect means. I can discuss what respect means. I can use personal space in the classroom.	I understand how to be a good friend and how to make friends. I understand how to recognise, and ask for help, when I am feeling lonely or unhappy or how to help someone else. I understand what can be hurtful to others. I understand the difference between happy secrets and those that make you feel worried. I can find things I have in common with my friends, classmates, and other people. I understand how friends can have both similarities and differences I can discuss how friends can have both similarities and differences I understand how to play and work cooperatively with others. I know and understand that my words and actions	I understand the value of rules and laws. I understand what rights and responsibilities are. I know how the internet is used. I can assess information online to decide if it is true and accurate. I understand that we all have different skills. I can identify how skills can be linked to job choices. I understand what a stereotype is and how to challenge them. I know how to set goals that I would like to achieve this year e.g. to learn a new hobby. I can use personal space on the playground and when moving around school and understand why it is important. I can walk safely to one side of the corridor. And be respectful of others who are passing.	I understand what positive relationships and friendships are. I understand about positive relationships online. I know how to respond to hurtful behaviour. I understand the difference between playful dares and dares that put someone under pressure, at risk or make someone feel uncomfortable. I understand when it is right to keep or break a confidence or share a secret. I understand the risks of using social media. I can discuss the risks of using social media. I understand that there are similarities and differences between people. I can discuss similarities and differences between people.	I know what makes a healthy friendship. I understand the effects of peer influence and how it can make people feel or behave. I can investigate and understand the concept of physical touch. I understand and can investigate how it feels in a person's mind and body when they do not feel safe. I can respect the views and opinions of others. I can recognise when there is prejudice and discriminations. I can demonstrate respect when others may need personal space I can self regulate to be ready for learning. I understand that some children may need some support to be ready for learning.	I understand that people can have many different types of relationships including romantic ones and ones based on attraction. I know about marriage and civil partnerships. I can recognise and manage pressure. I know what consent means and understand how to seek and give/not give permission in different situations. I can express my own opinion whilst respecting the views of others. I can discuss a range of topical issues. I understand that we all have different needs and can demonstrate respect when others need personal space in different school contexts. I can self regulate to be ready for learning. I understand that some children may need some

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	I know to use magnet eyes	I can walk safely facing the direction of travel with reminders. I know to use magnet eyes	can have an effect on others. I can walk safely facing the direction of others without reminders. I know to have my eyes on the adult leading the lesson. I can use personal space on the playground and when moving around school.	I can show that I am ready to start a lesson by having my eyes on the adult leading the lesson and my voice is off.	I can recognise when others need personal space and act on this. I can show that I am ready to start a lesson by having my eyes on the adult leading the lesson and my voice is off without being reminded.		support to be ready for learning.
Spring **Living in the Wider World** Belonging to a Community Media literacy and digital resilience Money and work	I can talk about members of my immediate family and community. I can name and describe people who are familiar to them. I understand that some places are special to members of their community. I recognise that people have different beliefs and celebrate special times in different ways. I can talk about the lives of the people around me and their roles in society I know some similarities and differences between different religious and cultural communities in this country, drawing on my own experiences and what has been read in class. I can put my coat and bag on a peg.	I know about examples of rules in different situations, e.g. class rules, rules at home, rules outside. I know how we care for people, animals and other living things in different ways. I know how I can look after the environment, e.g. recycling. I know how and why people use the internet. I can discuss how a range of digital devices are used for communicating online. I understand that everyone has different strengths and interests. I can talk about people whose job it is to help us in the community.	I understand how to be a part of different groups. I recognise the purpose and value of the internet in everydaylife. I recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. I understand what money is. I understand ways that people can look after money. I understand how people make choices about spending money, including thinking about needs and wants. I can talk about how people make choices about spending money, including thinking about needs and wants. I use the locker area safely and respectfully.	I understand the value of rules and laws. I understand what rights and responsibilities are. I know how the internet is used. I can assess information online to decide if it is true and accurate. I understand that we all have different skills. I can identify how skills can be linked to job choices. I understand what a stereotype is and how to challenge them. I know how to set goals that I would like to achieve this year e.g. to learn a new hobby. I know to put my things in my locker and come back to class quickly, ready to learn.	I understand what makes a community. I understand the importance of shared responsibilities. I know how data used on the internet is shared and used. I can discuss how data used on the internet is shared and used. I know how people may make decisions about saving and spending money. I know ways that money can be kept safe. I know to pick things up in the locker area and bring them back to classroom.	To understand the importance of protecting the environment and how everyday actions can either support or damage it. I understand why it is important to show compassion to others. I can identify different types of media and their purposes. I understand what stereotypes are in the workplace and how these can be challenged. I can identify my future job interests and aspirations. I understand some of the elements that can affect career choices. I know to pick things up in the locker area and give them to the owner.	I understand what diversity is. I understand what discrimination and stereotypes are and I am able to challenge these. I can evaluate media sources. I understand the laws associated with sharing things online. I understand what might influence attitudes towards money. Ensuring the shared area is clear and tidy, returning items to the relevant places in a timely manner. I can independently clean up my own messes and help to keep the dinner hall tidy for others.

Substantive: Green Disciplinary: Blue Behaviour Curriculum

	I can sit in my seat in the dinner hall. I know that when the whistle blows I need to stop. I know to put my jumper in the jumper box. I write on paper. I know I need to come to school every day.	I can put my coat and bag in a locker independently. I can sit quietly and tidy up my dinner tray. I know that when the whistle blows to stop and be silent. I know where to put my jumper when I take it off. I can use an appropriate amount of glue when sticking in worked ensure it is straight. I know that I need to be on time for school in the morning.	I can use a knife and fork correctly. I know that the second whistle means to walk silently to my legendary line. I bring my coat and jumper in from outside if I take them off. I can write on the lines and underline the date using a ruler. I understand that being on time for school in the morning means that I am ready to learn.	I know to use a quiet voice so that I can hear the piano music. I wait silently and still in my line for my teacher. I can identify when I need to wear a coat. I use appropriate letter sizes and am beginning to join letters. I know that if I am late for school I will miss my learning.	I can tell an adult when there is food on the floor to ensure it is Bonnie safe. I come off the play equipment when the whistle is blown to keep myself safe. I know what uniform is expected on what day. I can consistently in all books maintain proper handwriting standards. I understand that if I miss lessons, I will have gaps in my knowledge and understanding.	I can help to clean up when directed by an adult. I know to ask a member of staff before going onto the equipment to ensure it is safe to use. I can present myself well. I can independently layout my work neatly. I know that I am expected to be responsible for my attendance and timekeeping.	I am able to encourage others to make choices that keep them safe and understand the impact of my actions. I understand why it is important to wear the correct school uniform. I know that a sticker in my book requires action. I know that good attendance and timekeeping are skills that will help me to be successful in my aspirations.
Summer **Wellbeing** Physical health and Mental wellbeing (to include Expect Respect) Keeping safe Respect Yourself	I know and can talk about the different factors that support my overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' I know where and how to sit on the carpet. I can apply the sitting rules correctly in assembly. I can take part in Calm Brain. I know that I need to tidy up after independent learning.	I know and can discuss what it means to be healthy and why it is important. I know ways to take care of myself and hygiene routines. I know about basic hygiene routines, e.g. hand washing. I know how exercise and healthy food will help to keep me healthy. I can name healthy foods and discuss why they are healthy I know how to keep safe in the sun. I understand and can discuss how rules and age	I know and can discuss why sleep and rest are important for growing and keeping healthy. I know that medicines, including vaccinations and immunisations, can help peoplestay healthy and manage allergies. I understand and can discuss the importance of, and routines for, brushing teeth and visiting the dentist. I understand and can discuss how I can stay safe in different situations and different environments. I understand why I need to sit on the carpet correctly.	I understand what healthy choices are. I know what might affect my feelings and how I express them. I can identify risks and hazards in a range of different places and environments. I am able to stay safe in a range of different environments. I know how to show that I am ready during lessons. I can follow Calm Brain and am beginning to understand it's effect on my wellbeing.	I know how and can discuss how to maintain a balanced lifestyle. I understand the importance of good oral hygiene and dental care. I understand that medicines can be used in a variety of ways and can have positive and negative effects. I know how to show that I am ready during lessons and understand why this is important. I can follow Calm Brain and can understand it's effect on my wellbeing. I understand that it is everyone's responsibility	I understand and can discuss the importance of healthy sleeping habits. I know to stay safe in the sun. I understand and can discuss the role that medicines, immunisations and vaccinations can have. I understand what an allergy is and how it can be treated. I know how to stay safe in different situations and environments. I have a basic understanding of first aid.	I understand what factors can affect mental health and ways to take care of my own mental health. I am able to manage change. I can explore the emotions associated with loss and bereavement. I understand ways that I can keep my personal information safe online. I know about the laws associated with drug use. I understand how the media may influence drug use / miss use

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	I can turn to and look at my partner when talking. In assembly I only put my hand up to answer a question.	restrictions can help us to stay safe. I can sit correctly on the carpet. I can follow Calm Brain. I know that I need to tidy up after every lesson and understand why I pick things up off the floor. I turn to my partner and look at them while talking.	I can follow Calm Brain and can identify how it makes me feel. I understand that it is everyone's responsibility to tidy up. I know why it is important to look at a person when I am talking to them.	I understand that it is everyone's responsibility to tidy up and do so without prompting. I understand why it is important to look at a person when I am talking to them.	to tidy up and do so without prompting. I am beginning to understand how facing the person I am talking to links to respect.	I know that FGM is against British law. I know how to show that I am ready during lessons and know the impact I can have on others. I can follow Calm Brain and can understand the different effects that it can have on physical and mental wellbeing. I understand the wider impact of not tidying up and how it can negatively impact our wellbeing. I understand how facing the person I am talking to links to respect.	I know how to show that I am ready during lessons and understand the impact I can have on others. I can follow Calm Brain and can explain the different effects that it can have on my own and others physical and mental wellbeing. I understand the wider impact of not tidying up and how it can negatively impact our wellbeing. I understand how facing the person I am talking to links to respect and the impact that not doing this can have.