

## Wingrove PHSCE Knowledge and Skills Progression Map – Subject Leader Overview

Key Objectives Based on National Curriculum	Year	Health and Wellbeing	Relationships	Living in the wider world	Community Cohesion	Term and Unit Covered
<p>Identify some choices for a healthy lifestyle and long term good health, describe where they feel safe and less safe, identify who can help and explain how they feel and how to manage feelings.</p> <p>Describe similarities between girls and boys, begin to identify differences across the individuals in the class, school, area, country, world.</p> <p>Understand that everyone has rights and responsibilities as members of families and the wider community.</p>	1	<p>I can explain why it is important to stay clean.</p> <p>I can say when things might be harmful at home or if not used properly.</p> <p>I can say where I feel safe/less safe.</p> <p>I can describe negative and positive feelings and ways I can manage and express them.</p> <p>I can recognise and celebrate my different emotions.</p> <p>I can talk about change and loss. (losing a toy, friend or pet)</p> <p>I can say what is meant by 'respect' and 'bullying'.</p>	<p>I can describe who a friend is and what a friend does.</p> <p>I can describe and begin to value individuality and to recognise and celebrate my gifts and talents.</p> <p>I can share my opinions with everyone in the class, one at a time.</p> <p>I can see how my feelings might influence my friendships.</p> <p>I can say when something is unfair or unkind, right or wrong.</p> <p>I can describe the differences between secrets and surprises and I know not to keep adult secrets.</p>	<p>I can set simple but challenging goals for myself.</p> <p>I can explain how people look after me at home and at school.</p> <p>I can begin to understand the different choices some people make about money.</p> <p>I can identify various groups that I belong to and recognise that everyone is part of and contributes to the classroom and wider community.</p> <p>I am aware of some of the basic things that people can do to improve or harm the environment.</p>	<i>Public Health Session- Looking After my Teeth</i>	
	2	<p>I can explain what physical activity is healthy and what healthy choices I can make including what I eat.</p> <p>I can name and describe how to look after particular parts of my body including the private parts. CP</p> <p>I can describe gender differences and explain that some people have fixed ideas about what boys and girls can do.</p> <p>I can talk about my feelings and identify and express when I am unhappy or uncomfortable.</p> <p>I can talk about change and loss. (moving house)</p>	<p>I can use different strategies to solve an argument or disagreement through negotiation.</p> <p>I can identify and respect the similarities and difference between different types of families.</p> <p>I can talk about my family networks.</p> <p>I can describe how to attract the attention of people we trust.</p>	<p>I can recognise that choices can have good and not so good consequences.</p> <p>I can learn from my experiences and explain the new opportunities and responsibilities that increasing independence brings.</p> <p>I can describe where money comes from and earn, win, borrow, find) and I know I don't have to spend it, I can save it for later.</p> <p>I can demonstrate an awareness of my responsibility as a member of my class and the wider community.</p> <p>I can describe some basic human rights of children (UNCRC)</p>	<i>Public Health - NSPCC Pants Session</i>	
<p>Explain confidently how they can keep themselves healthy and how to manage risk.</p> <p>Explain confidently how to stay safe (including online) being aware of persuasive language, threats and pressure from others, express their feeling in a positive way.</p>	3	<p>I can explain that bacteria and viruses can affect health.</p> <p>I can make good food choices.</p> <p>I can explain terms, 'risk', 'danger' and 'hazard'. I can assess risks in different situations.</p> <p>I can identify different types of touch that people like and dislike and talk about ways of dealing with unwanted touch.</p> <p>I can identify, reflect on and celebrate my achievements and the achievements of others.</p> <p>I can listen to and act on my emotions appropriately.</p>	<p>I can respectfully describe different types of families.</p> <p>I can say who my special people are (parents/carers/friends)</p> <p>I can recognise and respond appropriately to a wide range of feelings in others.</p> <p>I can listen to and respect other children and respond appropriately whether I agree or disagree with that viewpoint.</p> <p>I can describe strategies I can use to resist pressure to do something dangerous or unhealthy.</p>	<p>I can describe the importance on protecting personal data.</p> <p>I know that the choices I make about spending and saving money can be influences by and have an impact on other people.</p> <p>I can describe the groups of people that make up the community I live in and discuss their contribution.</p> <p>I can describe some things that improve or harm the community.</p>	<i>Public Health- Healthy relationships</i>	

<p>To recognise when and how to ask for advice/help and recognise what constitutes a positive, healthy relationship.</p> <p>Understand the process of growing from young to old and how people's needs change, describe some of the changes that happen at puberty and why they happen.</p> <p>Understand that finance plays an important role in people's lives and can link work and future economic wellbeing. Can manage a budget.</p> <p>Understand the importance of respecting and protecting the environment.</p> <p>Have a basic knowledge of the UK democratic system and how individuals contribute to this.</p>	<p>➔</p> <p>➔</p> <p>➔</p>	<p>I can undertake basic first aid.</p> <p>I can explain the term 'habit' and explain why some habits are hard to change.</p> <p>I can describe the human lifecycle.</p> <p>I recognise that becoming more independent can also mean having more responsibility for looking after myself.</p> <p>I can use my experience to make informed choices.</p> <p>I can recognise when I am experiencing conflicting emotions and I have the vocabulary to describe this.</p>	<p>I can describe different types of relationships and begin to identify strategies to promote positive relationships.</p> <p>I can recognise stereotypes and reflect on what we think about difference in each other and how the language we use can play a part in this.</p> <p>I can confidently describe the difference between secrets and surprises and explain why we don't keep secrets. CP</p> <p>I can describe strategies to protect myself against cyber bullying. CP</p>	<p>I can describe the different jobs that I might do to earn money when I am older, and I understand that some jobs pay more than others and some jobs are unpaid (voluntary).</p> <p>I can explain the financial risk of online scams and can describe ways to keep my money safe.</p> <p>I know a range of factors that improve or harm the natural environment and I am aware of the various concerns and the institutions that can help.</p> <p>I can explain that resources are allocated in different ways and that economic choices affect the sustainability of the environment at home and globally.</p>	Public Health - Healthy Lifestyle	
		<p>I can describe the term legal and illegal drugs and explain the difference.</p> <p>I can describe the effects and dangers of alcohol, tobacco and caffeine.</p> <p>I can explain the main emotional and physical changes that happen during puberty and explain when it is likely to happen.</p> <p>I can describe using precise vocabulary some strategies in dealing with difficult emotions for example when goals are not met.</p> <p>I can identify what positively and negatively affects my mental and emotional health including what influences come from social media and adverts.</p>	<p>I can handle pressure from others to do what I know to be wrong, unkind or damaging.</p> <p>I can begin to describe the nature and consequences of discrimination, teasing, bullying and aggression including homophobia, biphobia and transphobia.</p> <p>I can describe the difference between 'confidential' and 'secret'.</p> <p>I can confidently praise, support and challenge others appropriately.</p> <p>I can use precise vocabulary to describe the range and intensity of my feelings towards others.</p> <p>I can identify those issues which I am looking forward to and those which I am not and have explored how to manage these conflicts.</p> <p>I can show respect for alternative or differing point of view and opinion.</p>	<p>I can set high aspirations and goals.</p> <p>I can plan and manage a more complex budget and describe 'debt'.</p> <p>I can research, discuss and debate issues concerning health and wellbeing including pressure from social media, the environment, and influences from the media, staying safe online.</p> <p>I can offer recommendations concerning health and wellbeing.</p>	Public Health - Body Changes	
		<p>I can describe the strategies I have for dealing with the pressure from others to act in unsafe and unhealthy ways.</p> <p>I can explain how and why the body changes during puberty in preparation for reproduction.</p> <p>I can use simple relaxation techniques and I understand the role of exercise in relaxation.</p>	<p>I can confidently describe the nature and consequences of discrimination, teasing, bullying and aggression including homophobia, biphobia and transphobia.</p> <p>I can discuss the different kinds of adult relationships with confidence.</p> <p>I can confidently demonstrate the skills required to work cooperatively with others.</p> <p>I can develop further strategies to resolve disputes and conflict to benefit others as well as myself including being a friend to those who need someone to stand in support of them. Sgc</p>	<p>I have thought about the future and have plans for success.</p> <p>I can describe how having a job will allow me to achieve certain goals in my life.</p> <p>I can explain the difference between credit, debt, borrowing and saving.</p> <p>I can explain how and why rules and laws that protect me and others are made and enforced and I am beginning to understand how the UK is governed.</p> <p>I can describe different systems of rule.</p> <p>I can describe the role of pressure groups in democracy.</p>	Public Health- Puberty COPS- Sexting workshop	

