



Fairview Community Primary School

Key Skills & Knowledge Progression Map:

PSHE

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect**, and **honesty** towards one another.

Rationale:

- For children to develop the knowledge, skills, and attributes they need to keep themselves healthy and safe, and prepared for life and work.
- For children to develop our school values and become a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect**, and **honesty** towards one another.
- For children to develop positive relationships with themselves and others.

For children to develop their knowledge and understanding of British Values (Democracy, Rule of law, Individual liberty, Mutual respect, AND tolerance of those of different faiths) which together are designed to promote an equal and just society.

Being Me in my World

Nursery	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Understand how it feels to belong and that we are similar and different. - Understand how feeling happy and sad can be expressed. - Work together and consider other people's feelings. - Use gentle hands and understand that it is good to be kind to people. - Start to understand children's rights, and this means we should all be 	<ul style="list-style-type: none"> - Understand how it feels to belong and that we are similar and different - Can start to recognise and manage their feelings - Enjoy working with others to make school a good place to be - Understand why it is good to be kind and use gentle hands - Start to understand children's rights and this means we should all be 	<ul style="list-style-type: none"> - Understand the rights and responsibilities as a member of the class - Understand the rights and responsibilities for being a member of the class - Know their views are valued and can contribute to a learning charter - Recognise the choices they make and understand the consequences - Understand their rights and responsibilities 	<ul style="list-style-type: none"> - Recognise when they feel worried and know who to ask for help - Understand the rights and responsibilities for being a member of their class and school - Listen to other people and contribute their own ideas about rewards and consequences - Understand how following the Learning Charter will help them and others learn 	<ul style="list-style-type: none"> - Recognise their worth and identify positive things about themselves and their achievements - Set personal goals - Face new challenges positively - Make responsible choices and ask for help when needed - Understand how rules are needed and how they relate to rights and responsibilities - Understand that their actions affect 	<ul style="list-style-type: none"> - To know how good it feels to be included in a group and understand how it feels to be excluded try to make people feel welcome and valued - Understand who is in their school community, the roles they play and how they fit in - Take on a role in a group and contribute to the overall outcome - Understand how democracy works 	<ul style="list-style-type: none"> - Face new challenges positively and know how to set personal goals - Understand their rights and responsibilities as a British Citizen - Understand their rights and responsibilities as a British Citizen and as a member of their school - Understand how an individual's behaviour can impact on a group - Understand how democracy and 	<ul style="list-style-type: none"> - Identify their goals for this year, understand their fears and worries about the future and know how to express them - Know that there are universal rights for all children - Understand that their actions affect other people locally and globally - Make choices about their own behaviour, understanding how rewards and consequences feel

<p>allowed to learn and play. – Learn what being responsible means.</p>	<p>allowed to learn and play -Learning what being responsible means</p>	<p>within the learning charter</p>		<p>others and try to see things from their point of view</p>	<p>through the school council - Recognise their contribution to making a Learning Charter for the whole school - Understand that their actions affect themselves and others - Care about other people's feelings and try to empathise with them</p>	<p>having a voice benefits the school community and know how to participate in this</p>	<p>- Understand how individual's behaviour can impact a group - Understand how democracy and having a voice benefits the school community</p>
<p align="center">Celebrating Difference - (Anti-bullying)</p>							
<p>- Know how it feels to be proud of something I am good at. - Tell you one way I am special and unique. - Know that all families are different. - Know there are lots of different houses and homes. - Tell you how I could make new friends. - Use my words to stand up for myself.</p>	<p>- Identify something they are good at and understand everyone is good at different things - Understand that being different makes us all special - Know we are all different but the same in some ways - Tell you why they think their home is special to them - Tell you how to be a kind friend - Know which words to use to stand up for themselves when someone says or does something unkind</p>	<p>- Identify similarities between people in their class - Identify differences between people in their class - Can tell what bullying is - Know some people who they could talk to if they were feeling unhappy or being bullied - Know how to make new friends - Can tell you some ways that they differ to their friends</p>	<p>- Start to understand that sometimes people make assumptions about boys and girls (stereotypes). - Understand that bullying is sometimes about difference - Recognise what is right and wrong and know how to look after themselves - Know some ways to make new friends - Know some ways they are different from their friends</p>	<p>- Understand that everybody's family is different and important to them - Understand that differences and conflicts sometimes happen among family members - Know what it means to be a witness to bullying - Know that witnesses can make a situation better or worse - Recognise that some words are used in helpful ways - Tell about a time when their words affected someone's feelings</p>	<p>- Understand that sometimes we make assumptions based on what people look like - Understand what influences them to make assumptions based on how people look - To know that bullying is hard to spot and know what to do if they think it is going on - Can tell you why witnesses sometimes join bullying and sometimes don't tell - Identify what is special about</p>	<p>- Can understand that cultural differences sometimes cause conflict - Can understand what racism is - Can understand how rumour spreading and name calling can be bullying behaviours - Can explain the difference between direct and indirect types of bullying - Can compare their life for bullying in the developing world - Can enjoy the experience of a</p>	<p>- Understand that there are different perceptions about what normal means - Understand how having a disability could affect someone's life - Explain some of the ways in which one person or a group can have power over another - Know some of the reasons why people use bullying behaviours - Give examples of people with disabilities who lead amazing lives</p>

				and what the consequences were	them and value the ways in which they are unique - Tell you when their first impression of someone changed when they got to know them.	culture other than their own	- Explain ways in which difference can be a source of conflict and a cause for celebration
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Dreams and Goals

<ul style="list-style-type: none"> - Understand what a challenge means. - Keep trying until I can do something. - Set a goal and work towards it. - Know some kind words to encourage people with. - Start to think about jobs I might like to do when I'm older. - Feel proud when I achieve a goal. 	<ul style="list-style-type: none"> - Understand that if they persevere, they can tackle challenges - Can tell you about a time they didn't give up until they achieved their goal - Can set a goal and work towards it - Can use kind words to encourage people - Understand the link between what they learn now and the job they might like to do when they're older - Can say how they feel when they achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> - Set simple goals - Set a goal and work out how to achieve it - Understand how to work well with a partner - Can tackle a new challenge and understand this might stretch their learning - Identify obstacles which make it more difficult to achieve their new challenge and can work out how to overcome them - Can tell you how they felt when they succeeded in a new challenge and how they celebrated it 	<ul style="list-style-type: none"> - Identify their successes and achievements and know how this makes them feel. - Persevere even when they find tasks difficult - Recognise who it is easy to work with and who it is more difficult to work with - Work cooperatively in a group to create an end product. - Know how to share success with other people. 	<ul style="list-style-type: none"> - Tell about a person who has faced difficult challenges and achieved success - Identify a dream /ambition which is important to them - Enjoy facing new learning challenges and working out the best ways for them to achieve them - Be motivated and enthusiastic about achieving a new challenge - Recognise obstacles which might hinder their achievement and take steps to overcome them - Evaluate their own learning process. 	<ul style="list-style-type: none"> - Can tell you about some of their hopes and dreams - Understand that sometimes hopes and dreams do not come true and that this can hurt - Know reflecting on positive and happy experiences can help them to counteract disappointment - Know how to make a new plan and set new goals even if they have been disappointed - Know how to work out the steps to take to achieve a goal and can do this successfully as part of a group - Can identify contributions made by themselves and others to the group's achievement 	<ul style="list-style-type: none"> - Understand that they will need money to help them achieve some of their dreams - Know about a range of jobs carried out by people they know and have explored how much people earn in different jobs - Can identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it - Can describe the dreams and goals of young people in a culture different to them - Can understand that communicating with someone in a 	<ul style="list-style-type: none"> - Identify their strengths and set challenging but realistic goals - Work out the learning steps they need to take to reach their goal and understand how to motivate themselves to work on them - Identify problems in the world that concern them and talk to other people about them - Work with other people to help make the world a better place - Describe some ways in which they can work with other people to help make the world a better place - Know what some people in the class like or admire about them and
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						<p>different culture means we can learn for each other, and I can identify a range of ways that we could support each other</p> <p>- Can encourage my peers to support young people here and abroad to meet their aspirations</p>	can accept their praise
Healthy Me							
<p>- Know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</p> <p>- Tell you some of the things I need to do to be healthy.</p> <p>- Know what the word 'healthy' means and that some foods are healthier than others.</p> <p>- Know how to help myself go to sleep and that sleep is good for me.</p> <p>- Can wash my hands and know it is</p>	<p>- Understand that they need to exercise to keep their body healthy</p> <p>- Understand how moving and resting are good for their body</p> <p>- Know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>- Know how to help themselves go to sleep and understand why sleep is good for them</p> <p>- Can wash their hands thoroughly and understand why this is important especially before they eat and after</p>	<p>- Understand the difference between being healthy and unhealthy, and know some ways to keep themselves healthy</p> <p>- Know how to make healthy lifestyle choices</p> <p>- Know how to keep themselves clean and healthy, and understand how germs cause disease/illness</p> <p>- Know that household products including medicines can be harmful if not used properly</p> <p>- Understand that medicines can help them if they feel</p>	<p>- Know what they need to keep their body healthy</p> <p>- Know what relaxed means and know some things that make them feel relaxed and some that make them feel stressed</p> <p>- Understand how medicines work in their body and how important it is to use them safely</p> <p>- Sort foods into the correct food groups and know which foods their body needs every day to keep them healthy</p> <p>- Decide which foods to eat to give their body energy</p>	<p>- Understand how exercise affects their body</p> <p>- Know why their heart and lungs are important organs</p> <p>- Understand how exercise affects the body</p> <p>- Talk about what they know about drugs</p> <p>- Identify things, people and places that they need to keep safe from and some strategies for keeping themselves safe</p> <p>- Understand that some medicines and household substances can be harmful if not used correctly</p>	<p>- Recognise how different friendship groups are formed, how they fit into them and the friends they value the most</p> <p>- Recognise the changing dynamics between people in different groups and see who takes on which role</p> <p>- Understand the I take in different situations</p> <p>- Understand facts about smoking and the effect on health</p> <p>- Know some reasons why some people start smoking</p>	<p>- Know the health risks of smoking and can explain how tobacco affects the lungs, liver and heart</p> <p>- Know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart</p> <p>- Know and can put into practice basic emergency aid procedures and know how to get help in emergency situations</p> <p>- Understand how the media and celebrity culture promote certain body types</p>	<p>- Know the impact of food on the body</p> <p>- Know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>- Evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>- Know and put into practice basic emergency aid procedures and know how to get help in emergency situations</p> <p>- Understand what it means to be emotionally well and can explore</p>

important to do this before I eat and after I go to the toilet. - Know what to do if I get lost and how to say NO to strangers	they go to the toilet - Know what a stranger is and how to stay safe if a stranger approaches them	poorly, and they know how to use them safely - Know how to keep safe when crossing the road, and about people who can help them to stay safe - Can tell you why they think their body is amazing and can identify some ways to keep it safe and healthy	- Make some healthy snacks and explain why they are good for their body.	- Understand how complex their body is and how important it is to take care of it	- Understand facts about alcohol and its effect on health - particularly the liver - Recognise when people are putting them under pressure and can explain ways to resist this	- Can describe the different roles food can play in people's lives and can explain how people can develop eating problems relating to body image pressures - Know what makes a healthy lifestyle including healthy eating and the choices they need to make to be happy and healthy	people's attitudes towards mental health - Recognise when they feel stressed and the triggers that cause this and understand how stress can cause alcohol misuse
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Relationships

- Tell you about my family. - Understand how to make friends if I feel lonely. - Tell you some of the things I like about my friends. - What to say and do if somebody is mean to me. - Use Calm Me to manage emotions. - Work together and enjoy being with my friends.	- Identify some of the jobs they do in their family and how they feel like they belong - Know how to make friends to stop themselves from feeling lonely - Think of ways to solve problems and stay friends - Start to understand the impact of unkind words - Use Calm Me time to manage their feelings - Know how to be a good friend	- Identify the members of their family and understand that there are lots of different types of families - Identify what being a good friend means to them - Know appropriate ways of physical contact to greet their friends and know which ways they prefer - Know who can help them in their school community	- Identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate - Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not - Identify some of the things that cause conflict with their friends	- Identify the roles and responsibilities of each member of their family - Reflect on expectations for male and female family members - Identify and put into practise some skills of friendship - Know and use strategies for keeping themselves safe - Explain how the actions of work of people around the world help and influence their life - Understand how their needs and	- To identify the web of relationships that they are part of, starting from those closest to them and including those more distant - To identify someone they love and express why they are special to them - Tell you about someone they no longer see - Explain different points of view on an animal rights issue - Understand how people feel when	- Have an accurate picture of who they are as a person in terms of their characteristics and personal qualities - Recognise how friendships change, know how to make friends and how to manage when they fall out with their friends - Understand how it feels to be attached to someone and what having a boyfriend or girlfriend might mean	- Identify the most significant people to be in their lives so far - Know some of the feelings they can have when someone dies or leaves - Understand that there are different types of loss that cause people to grieve - Recognise when people are trying to gain power or control - Understand how technology can be used to try to gain power or control
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		<ul style="list-style-type: none"> - Recognise their qualities as a person and a friend - Can tell why they appreciate someone who is special to them 	<ul style="list-style-type: none"> - Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret - Recognise and appreciate people who can help them in their family, their school, and their community express their appreciation for the people in their special relationships 	<ul style="list-style-type: none"> rights are shared by children around the world - Express their appreciation to their friends and family 	<ul style="list-style-type: none"> they love a special pet - Know how to show love and appreciation to the people and animals who are special to them 	<ul style="list-style-type: none"> - Understand how to stay safe when using technology to communicate with their friends - Can explain how to stay safe when using technology to communicate with their friends 	<ul style="list-style-type: none"> and will be able to use strategies to prevent this from happening - Use technology positively and safely to communicate with their friends and family
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Changing Me (RSE)

<ul style="list-style-type: none"> - Name parts of my body and show respect for myself. - Tell you some things I can do and some food I can eat to be healthy. - Understand that we all start as babies and grow into children and then adults. - Know that I grow and change. - Talk about how I feel moving to School from Nursery. - Remember some fun things about Nursery this year. 	<ul style="list-style-type: none"> - Name parts of their body and show respect for themselves - Tell you some things they can do and some food they can eat to be healthy - Understand that we all start as babies and grow into children and then adults - Know that they grow and change - Talk about how they feel moving to School from Nursery - Remember some fun things about Nursery this year 	<ul style="list-style-type: none"> - Understand that changes happen as we grow and that this is OK - Tell you some things about them that have changed and some things that have stayed the same - Know that changes are OK and that sometimes they will happen whether they want them to or not. - Tell you how their body has changed since they were a baby 	<ul style="list-style-type: none"> - Recognise cycles of life in nature - Understand there are some changes that are outside their control and can recognise how they feel about this - Explain the natural process of growing from young to old and understand that this is not in their control - Identify people they respect who are older than them - Recognise how their body has changed since they were a baby 	<ul style="list-style-type: none"> - Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby - Express how they feel when they see babies or baby animals - Understand how babies grow and develop in the mother's uterus - Understand what a baby needs to live and grow 	<ul style="list-style-type: none"> - Understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm - Appreciate that they are a truly unique human being - Correctly label the internal and external parts of male and female bodies that are 	<ul style="list-style-type: none"> - Be aware of their own self-image and how their body image fits into that - Know how to develop their own self esteem - Understand the importance of looking after yourself physically and emotionally - Understand that puberty is a natural process that happens to everybody and that it will be ok for them - Describe how boys' and girls' 	<ul style="list-style-type: none"> - Be aware of their own self-image and how their body image fits into that - Explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - Describe how a baby develops from conception through the nine months of pregnancy, and how it is born
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	<ul style="list-style-type: none"> - Understand and respect the changes that they see in other people - Express how I feel about moving to Year 1 - Talk about their worries and/or the things they are looking forward to about being in Year 1 - Share my memories of the best bits of this year in Reception. 	<ul style="list-style-type: none"> - Understand that growing up is natural and that everybody grows at different rates - Identify the parts of the body that make boys different to girls and can use the correct names for these - Respect their body and understand which parts are private - Understand that every time they learn something new, they change a little bit - Enjoy learning new things - Tell you about changes that have happened in their life - Know some ways to cope with changes 	<p>and where they are on the continuum from young to old</p> <ul style="list-style-type: none"> - Feel proud about becoming more independent - Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of their body are private - Explain what they like/don't like about being a boy/girl - Understand there are different types of touch and can tell you which ones they like and don't like - Be confident to say what they like and don't like and can ask for help - Identify what they are looking forward to when they move to their next class - Start to think about changes they will make when they are in Year 3 and know how to go about this 	<ul style="list-style-type: none"> - Express how they might feel if they had a new baby in their family - Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies - Identify how boys' and girls' bodies change on the outside during this growing up process - Recognise how they feel about the changes happening to them and know how to cope with those feelings - Identify how boys' and girls' bodies change on the inside during the growing up process and can tell why these changes are necessary so that their bodies can make babies when they grow up - Start to recognise stereotypical ideas they might have about parenting and family roles - Express how they feel when their ideas are 	<p>necessary for making a baby</p> <ul style="list-style-type: none"> - Understand that having a baby is a personal choice and can express how they feel about having children when they are an adult - Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - Develop strategies to help them cope with the physical and emotional changes they will experience during puberty - Know how the circle of change works and can apply it to changes they want to make in their life - Try to make changes when they think they will benefit them - Identify changes that have been and may continue to be outside of 	<p>'bodies change during puberty</p> <ul style="list-style-type: none"> - Express how they feel about the changes that will happen to them during puberty - Understand that sexual intercourse can lead to conception and that is how babies are usually made - Understand that sometimes people need IVF to help them have a baby - Appreciate how amazing it is that human bodies can reproduce in these ways - Identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities - Be confident that they can cope with the changes that growing up will bring - Identify what they are looking forward to when they move to their next class. - Start to think about changes they will make next year and know 	<ul style="list-style-type: none"> - Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend - Be aware of the importance of a positive self-esteem and what they can do to develop it - Identify what they are looking forward to and what worries them about the transition to secondary school.
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				<p>challenged and might be willing to change their ideas sometimes</p> <ul style="list-style-type: none"> - Identify what they are looking forward to when they move to their next class - Start to think about changes they will make next year and know how to go about this 	<p>their control that they learnt to accept</p> <ul style="list-style-type: none"> - Express their fears and concerns about changes that are outside of their control and know how to manage these feelings positively - Identify what they are looking forward to when they move to a new class - reflect on the changes they would like to make next year and can describe how to go about this 	<p>how to go about this.</p>	
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EYFS - Early Learning Goals (Used in conjunction with Jigsaw):	Development Matters	
	Nursery	Reception
<p><u>Self-Regulation- Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self- Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave Accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships- Children at the expected level of development will:</u></p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs. 	<p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>See themselves as a valuable individual.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p>