



# Disciplinary Knowledge Progression - PSHE

In PSHE, as **emotionally intelligent** people, we learn to:

- **Understand being me in my world** – developing a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community.
- **Celebrating difference** – learning about and accepting diversity such as disability, racism, power, friendships, and conflicts.
- **Understand the importance of dreams and goals** – thinking about hopes and dreams, goals for success, personal strength, overcoming challenge. Focusing upon managing feelings of pride, disappointment, and success, sharing aspirations, the dreams and goals of other cultures/countries and dreams for the community and world.
- **Know, and understand how to keep ourselves healthy** – focusing upon emotional/mental health and physical health.
- **Understand what makes a healthy relationship** -building respectful relationships, keeping safe, dealing with conflict, building assertiveness skills and identify own strengths and strategies to build self-esteem and resilience
- **Changing me** – becoming a teenager, assertiveness, puberty, self-respect and safeguarding

Each year the children become more skilled in these concepts, building upon their prior knowledge, and understanding. Our intention is that when they leave in Year 6, they value themselves as individuals, will have learned to celebrate cultural and personal difference, will recognise their own achievements and their impact upon the wider world, have an understanding of the impact of the world around them, will be able to manage their feelings and understand and reflect on their ever-changing selves.

Disciplinary Knowledge & Skills	Milestone EYFS	Milestones KS1	Milestones Year 3&4	Milestones Year 5&6
<p><b>As Emotionally intelligent people we learn to:</b></p> <p><b>Understand how to be me in my world</b></p>	<p><b>ELG Personal, Social and Emotional Development (PSD)</b></p> <p>Personal, Social and Emotional Development — Self-Regulation:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to the launch of this Puzzle, we teach the Protective Behaviours programme across the school.</li> <li>• This Puzzle has a strong focus on all the initial class work of getting to know each other, class social bonding, introducing new systems and routines and creating a learning charter. The end products necessitate co-operation and collaborative work, this also develops social skills and a sense of pride in its achievement.</li> </ul>		
<p><b>Theme Links</b></p>	<ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>	<p>❖ Being Me in My World</p>	<p>❖ Being Me in My World</p>	<p>❖ Being Me in My World</p>
<p><b>As Emotionally intelligent people we learn to:</b></p>	<ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell you some ways I am different from my friends</li> <li>• Can understand these differences make special and unique</li> <li>• Can identify some ways in which my friend is different from me</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell you about a time when my words affected someone’s feelings and what the consequences were</li> <li>• Can give and receive compliments and know how this feels</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain the differences between direct and indirect bullying</li> <li>• Knows some ways to encourage children, who use bullying behaviours, to make other choices and know how to support children who are being bullied</li> </ul>

<b>Celebrate difference</b>	<p>engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>	<ul style="list-style-type: none"> <li>• Can tell why I value this difference about him/her</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell you a time when my first opinion changed when I got to know them</li> <li>• Can explain why it is good to accept people for who they are</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain ways in which difference can be a source of conflict or a cause for celebration</li> <li>• Can show empathy with people in either situation</li> </ul>
<b>Theme Links</b>	Personal, Social and Emotional Development — Managing Self:	<ul style="list-style-type: none"> <li>❖ Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>❖ Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>❖ Celebrating Difference</li> </ul>
<b>As Emotionally intelligent people we learn to:</b>  <b>Understand the importance of dreams and goals</b>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong, and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell you how I felt when I succeeded in a new challenge and how I celebrated it</li> <li>• Know how to store the feelings of success in my internal treasure chest</li> <li>• Can explain some of the ways I worked co-operatively in my group to create the end product</li> <li>• Can express how it felt to be working as a group</li> </ul>	<ul style="list-style-type: none"> <li>• Can share my success with others and know how to store my feelings of success in my internal treasure chest</li> <li>• Know how to make a new plan and set new goals even if I have been disappointed</li> <li>• Know what it means to be resilient and have a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the dreams and goals of a young person in a culture different to mine</li> <li>• Can reflect on how these reflect to my own</li> <li>• Can describe some ways in which I can work with other people to make the world a better place</li> <li>• Can identify why I am motivated to do this</li> </ul>
<b>Theme Links</b>		<ul style="list-style-type: none"> <li>❖ Dreams and Goals</li> </ul>	<ul style="list-style-type: none"> <li>❖ Dreams and Goals</li> </ul>	<ul style="list-style-type: none"> <li>❖ Dreams and Goals</li> </ul>
<b>As Emotionally intelligent people we learn to:</b>  <b>Know and understand how to keep ourselves healthy</b>	Personal, Social and Emotional Development — Building Relationships: <ul style="list-style-type: none"> <li>• Work and play cooperatively, and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Can tell you why my body is amazing and identify some ways to keep it safe and healthy</li> <li>• Can recognise how being healthy helps me to be happy</li> <li>• Can make some healthy snacks and explain why they are good for my body</li> <li>• Can express how it feels to share healthy food with my friends</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify things people and places that I need to keep safe from and can tell you some strategies for keeping myself safe, including who to go to for help</li> <li>• Can recognise when people are putting me under pressure and can explain ways to resist this when I want to</li> <li>• Can identify feelings of anxiety and fear associated with peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the different role food can play in people's lives and how people can develop eating problems relating to body image pressures</li> <li>• Respect and value my body</li> <li>• Can evaluate when alcohol is being used responsibly, anti-socially or being misused</li> <li>• Can tell you how I feel about using alcohol when I am older and my reasons for this</li> </ul>
<b>Theme Links</b>		<ul style="list-style-type: none"> <li>❖ Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>❖ Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>❖ Healthy Me</li> </ul>
<b>As Emotionally intelligent people we learn to:</b>		<ul style="list-style-type: none"> <li>• Can tell you why I appreciate someone who is special to me and express how I feel about them</li> <li>• Can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain how some of the actions and work of people around the world help and influence my life</li> <li>• Can show an awareness of how this could affect my choices</li> <li>• Can explain different points of view on animal rights issue</li> <li>• Can express my own opinion and feelings on this</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain how to stay safe when using technology to communicate with my friends</li> <li>• Can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</li> <li>• Can recognise when people are trying to gain power or control</li> </ul>

<p><b>Understand what makes a healthy relationship</b></p>				<ul style="list-style-type: none"> <li>• Can demonstrate ways I could stand up for myself and my friends in situation where others are trying to gain power or control</li> </ul>
<p><b>Theme Links</b></p>		<ul style="list-style-type: none"> <li>❖ Relationships</li> </ul>	<ul style="list-style-type: none"> <li>❖ Relationships</li> </ul>	<ul style="list-style-type: none"> <li>❖ Relationships</li> </ul>
<p><b>As Emotionally intelligent people we learn to:</b></p> <p><b>Understand how and why my body changes</b></p>		<ul style="list-style-type: none"> <li>• Can respect my body and understand which parts are private</li> <li>• Can recognise the physical differences between girls and boys; use the correct names for parts of the body and appreciate that some parts are private</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• Can recognise how I feel about these changes happening to me and know how to cope with these feelings</li> <li>• Can identify what I am looking forward to when I am in Year 5</li> <li>• Can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe how boys' and girls' bodies change during puberty</li> <li>• Can express how I feel about the changes that will happen to me during puberty</li> <li>• Can describe how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Recognise how I feel when I reflect on the development and the birth of a baby</li> </ul>
<p><b>Theme Links</b></p>		<ul style="list-style-type: none"> <li>❖ Changing Me</li> </ul>	<ul style="list-style-type: none"> <li>❖ Changing Me</li> </ul>	<ul style="list-style-type: none"> <li>❖ Changing Me</li> </ul>