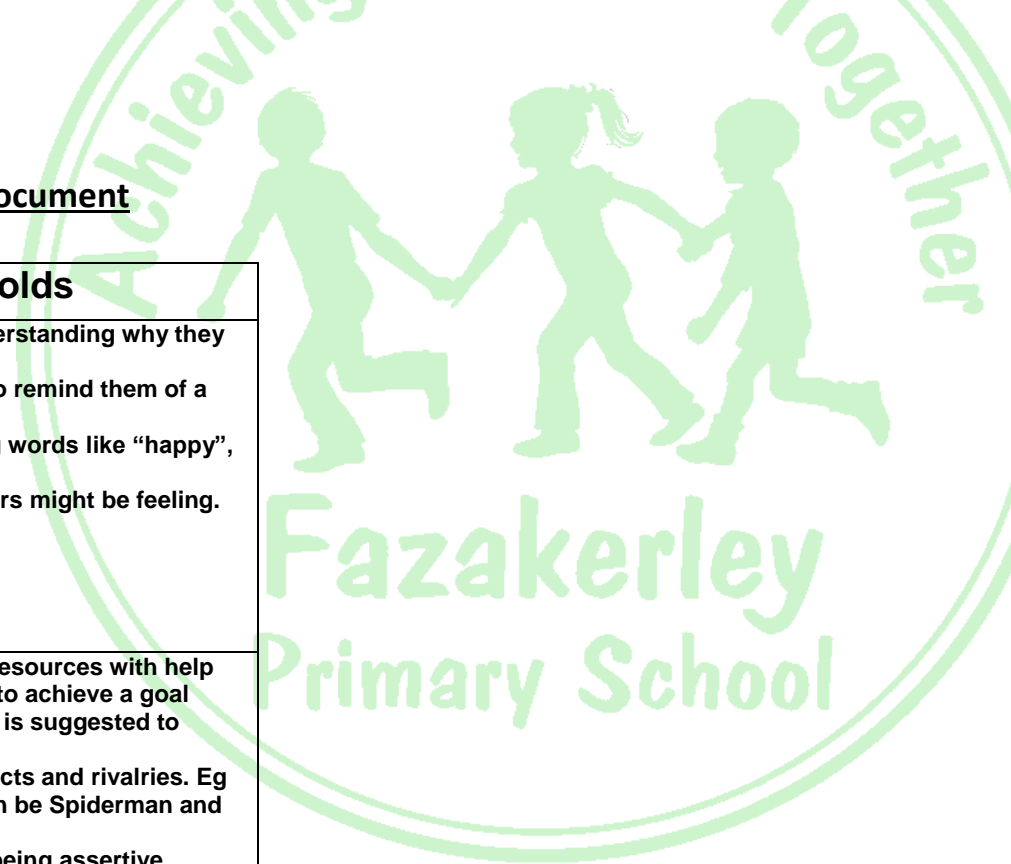


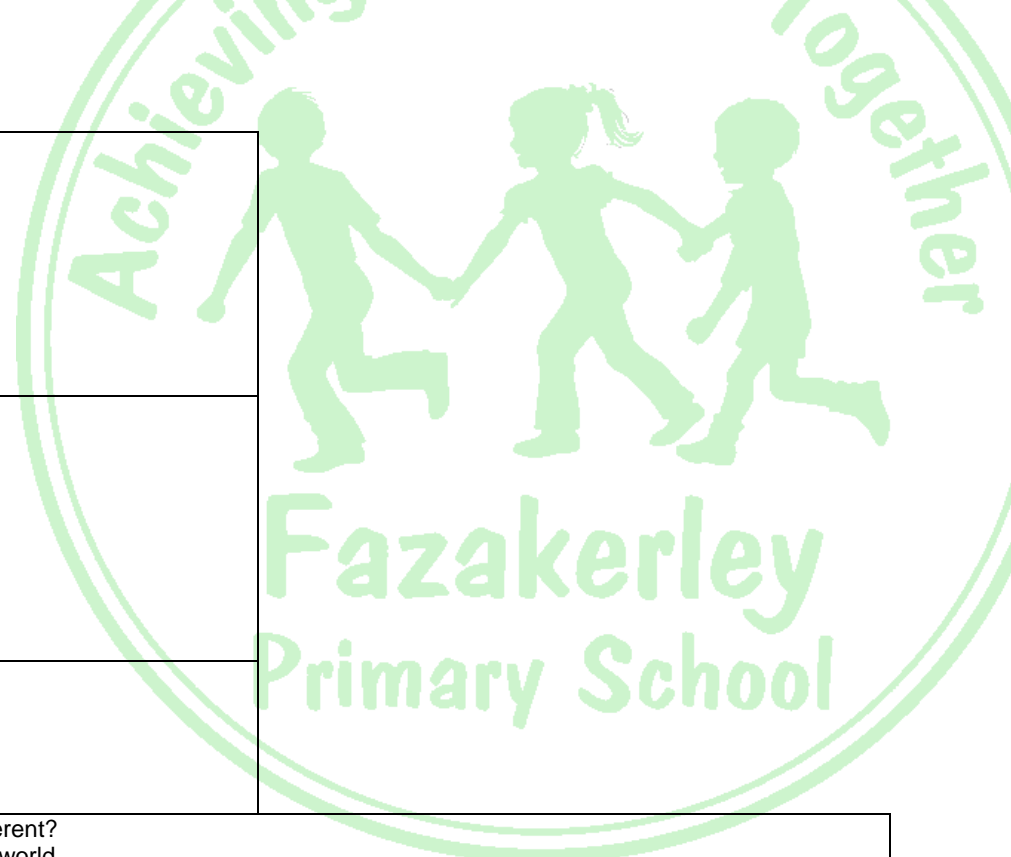
Fazakerley Primary School

Formosa Drive, Liverpool, L10 7LD

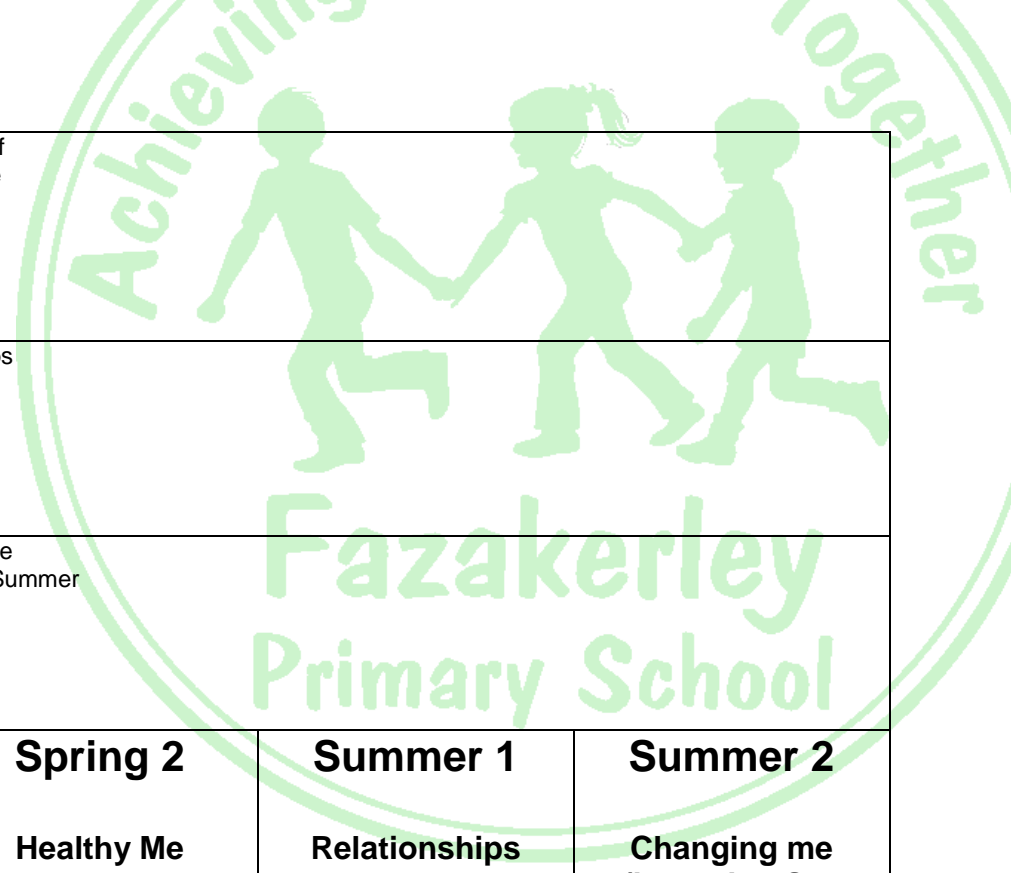
PSHE Progression Document

EYFS	ELG	Reception	3 & 4 year olds
SELF REGULATION	<ul style="list-style-type: none"> >Show an understanding of their 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. 	<ul style="list-style-type: none"> >Express their feelings and consider the feelings of others. >Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> >Increasingly follow rules, understanding why they are important >Do not always need an adult to remind them of a rule >Talk about their feelings using words like “happy”, “sad” and “worried” >Begin to understand how others might be feeling.
MANAGING SELF	<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 foods. 	<ul style="list-style-type: none"> >See themselves as a valuable individual. >Show resilience and perseverance in the face of challenge. >Manage their own needs. 	<ul style="list-style-type: none"> >Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. >Help to find solutions to conflicts and rivalries. Eg accepting that not everyone can be Spiderman and suggesting other ideas. >Develop appropriate ways of being assertive >Talk with others to solve conflicts
BUILDING RELATIONSHIPS	<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. 	<ul style="list-style-type: none"> >Build constructive and respectful relationships. >Think about the perspectives of others. 	<ul style="list-style-type: none"> >Develop their sense of responsibility and membership of a community >Become more outgoing with unfamiliar people in the safe context of their setting >Show more confidence in social situations. >Play with one or more other children, extending and elaborating play ideas.

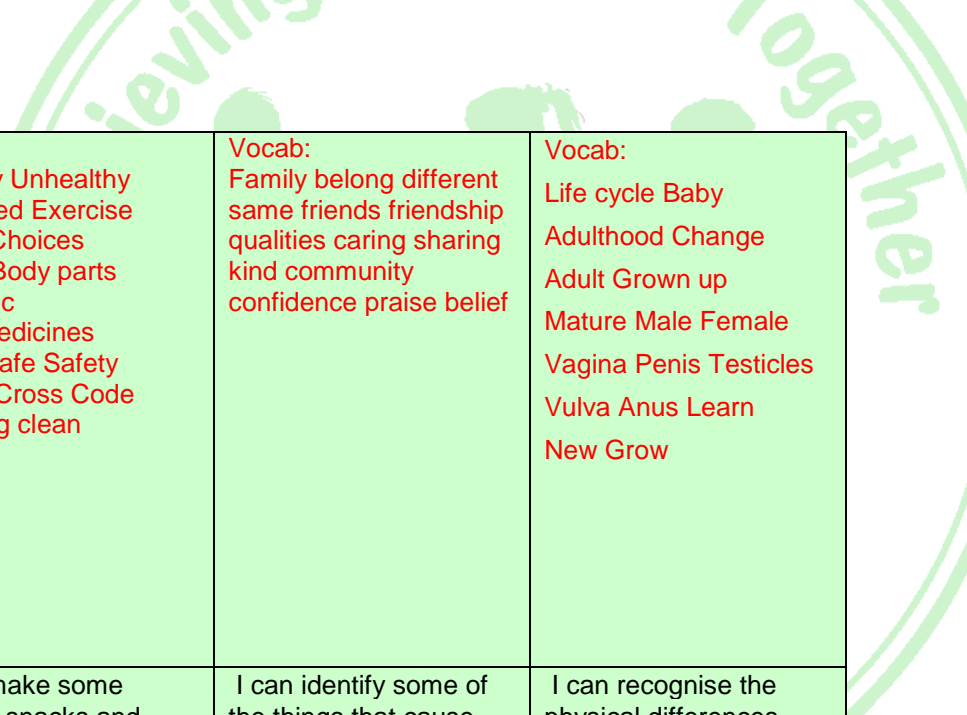




<p>UNDERSTANDING THE WORLD PEOPLE, CULTURE AND COMMUNITIES</p>	<p>>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class > Explain</p>		
<p>THE NATURAL WORLD</p>			
<p>DESIGN BEING IMAGINATIVE AND EXPRESSIVE</p>			
<p>ALL ABOUT ME</p>	<p>How are we different? Being me in my world Who am I and who is my family? School boundaries Making friends</p>		
<p>LIGHT AND DARK</p>	<p>Nativity performance Celebrating difference</p>		
<p>ONCE UPON A TIME</p>	<p>Dreams and Goals</p>		



WATER, WATER EVERYWHERE	Comic relief Healthy Me					
	Relationships					
	Changing me Being safe in the Summer					
ALL CREATURES GREAT AND SMALL						
THE GREAT OUTDOORS						
YEAR GROUP	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference (including Anti- Bullying)	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing me (including Sex Education)
	1	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	I can tell you why I appreciate someone who is special to me and express how I feel about them



	<p>Vocab: Rights Responsibility Learning Charter Illustration Rewards Consequences Calm Safe Upset Disappointed Proud Rights Belonging Special</p>	<p>Vocab: Similarity/similar Same as Different from Difference Similarity Bullying Bullying behaviour Deliberate On purpose Unfair Included Bully Bullied Celebration Difference Special Unique</p>	<p>Vocab: Proud Success Achievement Goal Treasure Coins Learning Stepping stones process dreams working together team work celebrate challenge feelings celebration</p>	<p>Vocab: Healthy Unhealthy Balanced Exercise Sleep Choices Clean Body parts Hygienic Safe Medicines Trust Safe Safety Green Cross Code Keeping clean</p>	<p>Vocab: Family belong different same friends friendship qualities caring sharing kind community confidence praise belief</p>	<p>Vocab: Life cycle Baby Adulthood Change Adult Grown up Mature Male Female Vagina Penis Testicles Vulva Anus Learn New Grow</p>
<p>2</p>	<p>I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. Vocab: Worries hopes fears belonging rights responsibilities actions consequence choices Cooperate</p>	<p>I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her Vocab: Boys Girls Similarities Assumptions Stereotypes Bully Difference Kind Unkind Feelings Sad Lonely Help On Purpose Stand up for Help Male Female Difference Diversity Fairness Kindness</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group. Vocab: Realistic Proud Success Celebrate Achievement Goal Strengths Persevere Challenge Difficult Easy Learning together Success Celebrate Achievement Team work</p>	<p>I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends Vocab: Healthy choices Lifestyle Motivation Relax Relaxation Tense Calm Healthy Unhealthy Dangerous Medicines Safe Body Healthy Unhealthy Balanced diet Portion Balanced diet Energy Fuel Nutritious Balanced diet</p>	<p>I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends Vocab: Secret Surprise Good secret Worry secret Telling Adult Trust Trustworthy Honesty Compliments Celebrate Positive Negative Family Different Similarities Relationship Important</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/ girl Vocab: Change Grow Life cycle Fully grown Growing up Old Young Change Respect Appearance Physical Baby Toddler Child Teenager Adult Independent</p>

		<p>Friends Special Unique value</p>			<p>Touch Physical contact Communication Like Dislike Acceptable Not acceptable Friends</p>	<p>Male Female</p>
<p>3</p>	<p>I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. Vocab: Welcome Valued Achievements Proud Pleased Personal goal Praise Acknowledge Emotions feelings fears worries solutions support rights responsibilities rewards consequences choices learning charter challenge school</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were I can give and receive compliments and know how this feels Vocab: Family Loving Caring Safe Connected Difference Special Conflict Solve it together Solutions Resolve Witness Bystander Bullying Gay Unkind Feelings Tell Consequences Hurtful Compliment Unique similarity</p>	<p>I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest Vocab: Perseverance Challenges Success Obstacles Dreams goals ambitions future aspirations enterprise design cooperation product team work strengths motivated enthusiastic Excited efficient responsible</p>	<p>I 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 I can express how being anxious or scared feels Vocab: Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness Labels Sugar Fat Saturated Fat Drugs Attitude Safe Anxious Scared Strategy Advice Dangerous Emergency Emergency Services Ambulance Fire engine Police car Coastguard helicopter Harmful Risk Feelings</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices Vocab: Men women male female unisex role job responsibilities differences similarities respect conflict solution problem solving friendship safe unsafe internet social media gaming global inequality deprivation equality</p>	<p>I can identify how 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 I recognise how I feel about these changes happening to me and know how to cope with these feelings Vocab: Changes Birth Animals Babies Mother Growing up Baby Grow Uterus Womb Nutrients Survive Love Affection Care Change Puberty Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus</p>

						Vagina Male female Stereotypes Task Roles
4	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p> <p>Vocab: Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility Rights Democracy Reward Consequence Decisions Voting Authority Contribution Observer</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are</p> <p>Vocab: Character Assumption Judgement Surprised Different Appearance Opinion Attitude Judgement Bullying Friend Secret Deliberate Bystander Cyber bullying Troll Special Unique Different Characteristics Physical features Impression Changed Assumption Influence Special Different</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p> <p>Vocab: Dream Hope Goal Determination Perseverance Resilience Positive Attitude Disappointment Fears Hurt Positive experiences Plans Cope Help Self-belief Motivation Commitment Strengths Success Celebrate Evaluate</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure</p> <p>Vocab: Friendships Emotions Healthy Relationships Friendship groups Value Friendship groups Roles Leader Follower Assertive Agree / disagree Smoking Vaping Pressure Peers Guilt Advice Alcohol Liver Disease Pressure Peers Anxiety Fear Believe Opinion Right Wrong</p>	<p>I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p> <p>Vocab: Relationship Close Jealousy Problem-solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression Memento Memorial Loss Memories Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy</p>	<p>I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p> <p>Vocab: Personal Unique Characteristics Parents Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries Having sex Sexual Intercourse Fertilise Conception Puberty Menstruation Periods Seasons Change Excited Nervous Anxious Happy</p>

5	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> <p>Vocab: Education Appreciation Opportunities Goals Motivation Vision Hopes Challenge Rights Responsibilities Citizen Denied Empathise Refugee Persecution Conflict Asylum Migrant Wealth Poverty Prejudice Privilege Deprive Cooperation Collaboration</p>	<p>I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>Vocab: Culture Conflict Difference Similarity Belong Culture wheel Racism Colour Race Discrimination Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving Developing world Direct and indirect bullying</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own</p> <p>Vocab: Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle Job Career Profession Money Salary Contribution Society Determination Perseverance Motivation Aspiration Culture</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body</p> <p>Vocab: Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media Emergency Procedure Recovery position Calm Level-headed Body image Social media Celebrity Altered Self-respect Comparison Eating disorder Respect Pressure Debate Opinion Fact Choices Healthy lifestyle Motivation</p>	<p>I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p> <p>Vocab: Characteristics Personal qualities Attributes Self-esteem Responsibility/Being responsible Age-limit Social network Community Online Off line Responsibility Rights Risky Violence Appropriate Grooming Trolled Gambling/ betting Trustworthy Devices Screen time Social Off line Mental health Physical health</p>	<p>I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty</p> <p>Vocab: Self, Self-image Body image Self-esteem Perception Characteristics Aspects Puberty Menstruation Periods Sanitary towels/pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones Relationships Conception Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception</p>
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<p>6</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>Vocab:</p> <p>Goals Worries Fears</p> <p>Value Welcome Choice Ghana West Africa</p> <p>Cocoa plantation Cocoa pods</p> <p>Rights Community Education Wants</p> <p>Needs Maslow Empathy Comparison</p> <p>Opportunities Education Behaviour</p> <p>Rights Responsibilities Rewards</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p> <p>Vocab:</p> <p>Visual impairment Empathy Perception Vision Blind Diversity Transgender Gender diversity Courage Fairness Rights Imbalance Control Harassment Bullying Bullying behaviour Direct Indirect Argument Para Olympian Achievement Perseverance Admiration Normal Ability Disability</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this</p> <p>Vocab:</p> <p>Achievement Success Criteria Learning steps Money global issue suffering concern hardship Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic</p>	<p>I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this</p> <p>Vocab:</p> <p>Responsibility Choice Immunisation Prevention Drugs Effects Motivation Prescribed Unrestricted Restricted Illegal Volatile substances Synthetic highs New psychoactive substances Exploited Vulnerable Criminal gangs Pressure Strategies Reputation Anti-social behaviour Mental health Emotional health Mental illness Symptoms Stress Triggers Strategies</p>	<p>I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p> <p>Vocab:</p> <p>Significant Relationship Special Feelings Close Important Emotions Feelings Sadness Loss Grief Hurt Pain Change Bereavement Coping strategies Power Control Authority Bullying Script Assertive Strategies Communication Technology Cyberbullying Abuse Safety</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby</p> <p>Vocab:</p> <p>Self-image Self-esteem Real self, Celebrity Opportunities Freedoms Responsibilities Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife Attraction Relationship Pressure Love Sexting Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health</p>

	Consequences Empathise Legal Illegal Lawful Obstacles					
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