

Forest Park Primary School - Progression Maps

Progression for PHSE

Emotional					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know that there are different feelings - both good and not so good - happy, sad, worried, nervous, excited, scared, shy, mad, grumpy, and angry.</p> <p>Understand that some things make them feel good and some things make them feel not so good.</p> <p>Know that our faces and bodies show these feelings to others.</p> <p>Begin to understand that it is important to share feelings.</p> <p>Know that we can affect how others feel.</p> <p>To know that both bodies and feelings can be hurt.</p> <p>To know occasions when someone might hurt themselves physically (falling in the playground/spraining an ankle etc.) and how this can make them feel</p> <p>Become more aware of when someone's feelings have been hurt and how this can make them feel.</p> <p>Know people they can go to if they are feeling uncomfortable or hurt (physically or emotionally).</p>	<p>Begin to identify some feelings and recognise some of the ways people express them.</p> <p>Develop their understanding that not everyone feels the same at the same time or about the same things.</p> <p>Recognise how our feelings can influence relationships.</p> <p>Know that my words and actions can affect other people.</p> <p>Distinguish between good and not so good feelings.</p> <p>Talk about change and loss and the associated feelings e.g. losing toys, pets or friends.</p> <p>Know who to talk to at home and at school.</p> <p>Identify behaviours that are not ok and know what to do in response.</p> <p>Begin to understand there are strategies to help manage their own behaviour.</p>	<p>Identify a range of positive and negative feelings.</p> <p>Begin to use a scale of intensity to describe feelings e.g. happy, pleased, excited, and ecstatic.</p> <p>Talk about how their bodies feel when they have strong feelings.</p> <p>Know how people's faces and bodies show feelings.</p> <p>Understand the importance of talking to someone if they are worried about something.</p>	<p>Describe the feelings that might be felt in relation to being given a dare - worry, anxiety, excitement, nerves.</p> <p>Begin to understand persuasive language linked to dares.</p>	<p>Understand feelings of stress and worry.</p> <p>Know who to go to get support.</p> <p>Acknowledge feelings linked to transition and know where to get support.</p>	<p>To know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>Be aware of their worries about going to their new school and share these with their teachers.</p>

<p>Recognise that it is important to tell someone if they are worried about something.</p>					
<p>Relationships</p>					
<p>Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives Know how to identify the people who love and care for them and what they do to help them feel cared for Know about different types of families including those that may be different to their own Know how to identify common features of family life Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried Know what might be happening if someone is being teased or bullied Know what feelings people may have if they are being teased or bullied Know that it is never acceptable to behave hurtfully or bully Know that there are people to go to, what to say/how to tell if they are being teased or bullied Know the rules in school if they experience or see teasing, bullying or any hurtful behaviour Know that bullying can happen online</p>	<p>The effects of being kind on themselves and other people. How they behave impacts how they and others feel.</p>	<p>Talk about what a bully or bullying is. Know how to respond and get help for someone who is being bullied (including themselves). Understand that they have different relationships - teacher, friends, and parents. Explain how people show they care for each other. Give examples of what makes a good friend. Begin to understand that friends can have disagreements and begin to learn about how to resolve these issues. Identify things that contribute to their identity. Talk about similarities and differences between themselves and class members. To know what respect means and talk about how respect is shown. Begin to talk about people being equal and valued and what that means.</p>	<p>Understand that there is a difference between playful teasing, hurtful behaviour and bullying. Know that bullying can be online as well as occurring in physical life. Begin to understand what 'discrimination' means. Have an awareness of different types of discrimination. Understand the importance of reporting bullying to a trusted adult. Begin to acknowledge the effects of bullying on a person's well-being and mental health. Explain what a 'dare' is and understand that they can say 'no'.</p>	<p>Explain what is meant by prejudice and discrimination. Identify ways that people can be discriminated against. Be able to explain that bystanders have a responsibility to report bullying and talk about how they can get help. Understand that bullying affects mental health. To know the consequences of negative behaviour of themselves and others. Understand that actions have consequences on their relationships. Know what peer pressure is and how to respond.</p>	<p>Develop understanding of our responsibilities to report bullying. Understand discrimination and prejudice - including race, religion and physical disabilities. Know different kinds of loving relationships Understand sometimes relationships may change or end Talk about what makes a healthy relationship. Know that everyone has the right to feel safe and happy within a relationship. Recognise some signs that a relationship is not healthy. Know that unhealthy relationships can happen anywhere: at school, at work, at home, amongst family members and friends Understand that there are strategies to use if they feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship. Give examples of different ways a couple show their love and commitment to each other. Begin to know what marriage or civil partnership means (i.e. a legally binding</p>

<p>To know that there are similarities between themselves and others</p> <p>To know differences between themselves and others</p> <p>To recognise that we all have things in common with other people, even if we think we are very different</p> <p>To know that everyone is equal</p> <p>To know that being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world</p> <p>To know that this means every single person is special and valuable just as they are</p> <p>To know that they are unique – there is no-one exactly like them</p> <p>To know things they think are unique or special about themselves</p>					<p>commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)</p> <p>Know that they have the right to choose who they want to marry.</p> <p>Understand that no one should feel 'forced' to marry and that this / forced marriage is illegal.</p> <p>Know the difference between arranged marriage and forced marriage.</p>
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Health and Well-being

<p>To know different types of touch (cuddles, kisses, punches, pokes, tugs, strokes).</p> <p>Acknowledge how it feels when people try to touch us in ways we do not like or that make us uncomfortable.</p> <p>Understand they have a choice about being touched and the right to say 'no' and tell someone if they don't feel comfortable.</p> <p>Name people they can go to if they are feeling</p>	<p>Understand that they can talk to someone they trust when they feel uncomfortable or if someone hurts them.</p> <p>Begin to know what privacy means.</p> <p>Know which parts of their body are private.</p> <p>Develop their understanding of secrets and to know that they do not have to keep them if they feel hurt or uncomfortable.</p> <p>Know about different types of touch (cuddles, kisses, strokes, rough and tumble)</p>	<p>Explain what secret and confidential mean.</p> <p>Know that they should tell a teacher or trusted adult if something happens to make them feel uncomfortable.</p> <p>Begin to understand that they should tell someone even if they promised not to if it relates to keeping themselves or someone else safe.</p> <p>Talk about what privacy means and why it is important.</p>	<p>Know that teachers and other members of school staff are people they can trust.</p> <p>Begin to understand how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about.</p> <p>Know that there are procedures for speaking up if a secret should not be kept - bubble time etc.</p> <p>Consider that they have the right to change their minds, and when it is ok, or even really important, to break a confidence.</p>	<p>See Science Progression map for Puberty links</p> <p>Begin to understand that walking home from school is a responsibility.</p> <p>Acknowledge local dangers e.g. crossing points on Waterloo Road.</p> <p>Identify trusted adults.</p> <p>Know acceptable and unacceptable touch and the feelings associated with inappropriate touch.</p>	<p>Understand that walking home from school is a responsibility.</p> <p>To know local dangers e.g. crossing points on Waterloo Road.</p> <p>Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Understand what respect is and how it should be shown to others.</p>
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<p>uncomfortable or hurt (physically or emotionally). Know that the toilet is private - don't look over doors etc. Understand that people look after them in school and outside of school (immediate family or wider family networks). Know that they can go to different people if they are worried about something (family, friends, teachers) Know that it is very important to tell someone if they are worried about something. Begin to understand what is meant by 'keeping something private'. Recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private). Understand what a secret is and what it means to keep a secret. Begin to understand what a surprise is and what it means to surprise someone. Know the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe To know about dental health and the benefits of good oral hygiene - brushing your teeth and visiting the dentist That simple hygiene routines stop germs from spreading</p>	<p>and when these are nice to receive (e.g. a hug from your best friend when you are feeling sad). They have the right to say no. To explain what 'trust' means and name some people they can trust. Understand how to keep themselves clean - including oral hygiene. Begin to know the consequences of poor hygiene including how good hygiene prevents the spread of germs. Develop their understanding of how medicines and vaccines help people. To have an awareness of household products (their uses, dangers and how they should be stored). Explain why they should not ingest or inhale any products (including medicine) without an adult present. Talk about how to stay safe in the sun.</p>	<p>Understand why oral hygiene is important and how diet can affect oral health. Talk about why it is important to see a dentist. Talk about why it is important to wear sunscreen, a hat and drink water when it is hot outside.</p>	<p>Understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical touch. Begin to understand that the media can manipulate images and can influence viewpoints - advertising, reality etc. Explain why it is important to see a dentist regularly. Describe how to brush your teeth effectively.</p>	<p>Understand that each person's body belongs to them. Know how to recognise and report things that make them feel unsafe. Explain how to maintain oral hygiene - including dentist visits, brushing etc. Begin to understand food and drink choices affect oral hygiene. Describe the physical and emotional changes that happen during puberty. Understand good hygiene routines. Explain how to be safe in the sun.</p>	<p>Begin to understand in simple terms what is meant by consent or consenting. Know where they can go to get help. Understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Know the importance of permission-seeking and giving in relationships with friends, peers and adults. Understanding that healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing. Describe the influence of media advertising / celebrity culture on health and lifestyle choices. Explain the benefits of a balanced diet. Develop skills to help make their own choices about food. Knowing a balanced diet contributes to a person's general health and wellbeing. Describe how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. Understand how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>
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<p>To know the people who look after them in school and outside of school (immediate family or wider family networks).</p> <p>To know what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', and 'I'll tell').</p> <p>Demonstrate ways they can attract the attention of people who care for them and make sure they are listened to.</p>					<p>Begin to understand the risks and effects of legal drugs common to everyday life (e.g. cigarettes, -cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>To know about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>Talk about how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas) - show the children how much sugar is in energy drinks and snacks.</p> <p>Understand that mental health, just like physical health, is part of daily life.</p> <p>Know the importance of taking care of mental health.</p> <p>Begin to understand the strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family</p>
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				<p>and friends can support mental health and wellbeing. Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Understand how to stay safe in the sun.</p>
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Good Citizens / Economic Well-being

<p>Demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside'</p> <p>Identify rules for keeping safe in a range of familiar situations, such as crossing the road</p> <p>Describe the things they do in school or at home to keep themselves and others safe.</p> <p>Identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations.</p> <p>Explain what they can say or do if they feel unsafe or think something is not safe.</p> <p>To recognise what a choice is.</p> <p>To identify the different groups they belong to (e.g. friends, class, year group, faith).</p> <p>To identify the different roles within them (e.g. friend, pupil, member, leader)</p> <p>To describe what it is like to be a part of the group (special people, special places what</p>	<p>Beginning to understand right and wrong, fair and unfair</p> <p>Develop their understanding of children's rights within the home and classroom.</p> <p>Talk about responsibilities and how they affect themselves and others.</p> <p>Explain how it feels when everyone works cooperatively to have needs met e.g. sharing, listening</p> <p>Aspirations</p> <ul style="list-style-type: none"> ● Talk about what they are good at. ● To know what they need help with and that it is ok to make mistakes and that they are part of learning. ● Understand that they can set themselves realistic but challenging goals. 	<p>Describe what an emergency is.</p> <p>Understand how to get help including calling 999.</p> <p>Talk about what it means to be responsible.</p> <p>Begin to understand that as they get older they are increasingly responsible for themselves.</p> <p>Acknowledge that they have responsibilities at home and school.</p> <p>Beginning to understand where money comes from e.g. earn, win, borrow, pocket money, presents.</p> <p>Understand that money is a finite resource and needs to be managed.</p> <p>Know that there are different places to keep money safe and explain why that is important.</p> <p>Aspirations</p> <ul style="list-style-type: none"> ● To talk about their achievements ● Set their own targets and talk about how they will 	<p>Understand what a 'basic human right is'.</p> <p>Explain why rules were made to protect children.</p> <p>Have an awareness of the UN declaration on the Rights of the Child and how it relates to their life.</p> <p>Talk about the importance of rules and what happens if they are broken - school, home, community.</p> <p>Think about how to improve school life and what rules they might like to introduce.</p> <p>To understand that we live in a democracy.</p> <p>To think about the rights and responsibilities they have at home and at school.</p> <p>Give examples of how they can make a difference to local and world-wide environmental issues.</p> <p>Explain what is meant by a 'community'.</p> <p>Explain what is meant by the term 'anti-social behaviour' and how it can affect communities.</p> <p>Know what to do in an emergency.</p>	<p>Be able to explain why we have rules for different places including laws.</p> <p>Explain the consequences of breaking the rules.</p> <p>Recognise that risks are part of everyday life and begin to assess those risks.</p> <p>Identify how risks can be assessed.</p> <p>Know that money is important in people's lives.</p> <p>Talk about different payment methods - not just cash.</p> <p>Begin to understand that there are different ways of keeping track of money.</p> <p>Understand that you need to save money to get something that you want.</p> <p>Know that in some situations you have to borrow money e.g. for a mortgage.</p> <p>Start to think about if something is 'good value'.</p> <p>To know what an emergency is and isn't.</p> <p>Explain the steps to ring 999 to ask for help and give accurate information.</p> <p>Know what is meant by anti-social behaviour and the</p>	<p>Understand that we live in a democracy.</p> <p>Know that pressure to behave in an unacceptable or unhealthy way can come from a variety of sources.</p> <p>Know that as they grow up their responsibilities will increase.</p> <p>Talk about the differences between a danger, risk and hazard.</p> <p>Recognise how the need for peer approval can put pressure on us to do what others say or do.</p> <p>Identify positive and negative influences on behaviour.</p> <p>Describe and demonstrate strategies that help to resist influences or pressure to behave in a way that might affect them negatively.</p> <p>Identify how to access appropriate help, advice and support.</p> <p>Explain what is meant by anti-social behaviour.</p> <p>Describe the potential physical, social and emotional consequences of anti-social</p>
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<p>they do there or when they are with group) To explain what is special about the groups they belong to Think about their wishes and hopes for Year 2.</p> <p>Aspirations</p> <ul style="list-style-type: none"> • Know what they are good at • Know that they are learning / getting better at school • Know that they need help to set simple targets • Know that there are ways of celebrating achievements and how this feels 		<p>or have achieved them</p> <ul style="list-style-type: none"> • Know it is ok to make mistakes 	<p>Aspirations</p> <ul style="list-style-type: none"> • Know their worth by identifying positive things about themselves and what they are proud of. • Talk about personal strengths and how they can achieve their goals • Know what an aspiration is. 	<p>consequences it causes to themselves and society.</p> <p>Aspirations</p> <ul style="list-style-type: none"> • Talk about what they admire in others and their own achievements. • Describe their current and future aspirations. • Know about how having high aspirations helped someone to achieve. 	<p>and aggressive behaviours on others Give examples of strategies that can be used to defuse aggressive behaviour. Understanding that managing other people's behaviour is beyond their ability and where and who to go to for help. Begin to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>Aspirations</p> <ul style="list-style-type: none"> • Describe achievements in their own and other people's lives. • Know what motivates you to achieve your goals • Know that setting high expectations can motivate people to achieve - give examples • Know that they can identify different ways to approach a challenge or goal and evaluate the most successful • Understand that they can identify their personal goals for year 6 and beyond
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Rules and Routines

<p>Be aware of risks around the school and develop their knowledge of risk assessments. Understand the school rules and why we follow them.</p>	<p>Develop their knowledge of risk assessments and begin to take responsibility in thinking about their own safety. Develop their ideas of what being 'unsafe' means. Be aware of how to get help (school, police etc.) if something feels unsafe. Know that if a situation feels unsafe they should try and remove themselves. Begin to talk about staying safe in the following areas: at school, road safety and e-safety.</p>	<p>Talk about why risk assessments are important. Understand what a risk, danger and hazard are. Begin to manage their own risks and acknowledge when they need help. Discuss why rules exist and what their purpose is.</p>	<p>Identify risks in a range of situations. Beginning to talk about how steps can be taken to minimise risks. Understand that they should report risks to a responsible adult.</p>		<p>Know that there are potential risks in an environment. Understanding risks means they can risk-assess possible situations and to use this as an opportunity to build resilience.</p>
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E-Safety

See links with Computing Curriculum

<p>Know what a password is Begin to understand that it is important to keep passwords private Recognise that there are rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>Understand that they have the right to feel safe online. To start recognising signs that something or someone is unsafe online. Begin to identify how they can keep themselves safe online. Including how to report incidents that make them feel unsafe or worried.</p>	<p>Discuss how to stay safe online including passwords. Understand that an image can be shared multiple times even if it was only sent to one person. Talk about what are appropriate and inappropriate images and texts to share.</p>	<p>Begin to understand that there are consequences of not following online safety rules. Be aware that it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others) Know that they should report something unsettling, upsetting or unsafe to an adult they trust. Develop their understanding that people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>Know that some information should not be shared online and give examples. Understand that bullying can also happen online and the impact it has. Understand that online relationships should have the same principles as physical relationships</p>	<p>Know when it is appropriate to use their mobile phone and how to keep it safe. Understand what to do if they take or receive an image that may upset themselves or someone else and who to report it to. Know that images can be shared quickly even though it has only been shared with one person Explain that people sometimes behave differently online, including by pretending to be someone. Be aware of their online actions on others and know how to recognise and display respectful behaviour online and the importance of</p>
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					<p>keeping personal information private. Begin to understand that social media, some computer games and online gaming, for example, are age restricted they are not. Begin to understand the term 'trolls'.</p>
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