



Higham Primary School Progression of Knowledge and Skills – PSHE

Intent

Our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children in our school need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. At Higham, our vision for PSHE is to enable all pupils to flourish in the world around them. We endeavour to ensure that all pupils have a range of social and interpersonal skills that will help them to succeed in life as well as being positive citizens. We will also equip them with the necessary knowledge to support and enhance a healthy lifestyle and mind-set. We believe that a broad and balanced PSHE education is the entitlement of all pupils, regardless of ethnic origin, gender, class, aptitude or disability. It is our vision that all pupils will display our key values throughout their time at the school. These values are: respect, teamwork, perseverance, responsibility, kindness and creativity. The values will form the focus of assemblies and awards each term. The teaching of PSHE and the Higham School Values are further underpinned by our 3 school rules 'Ready, Respectful and Safe' These three rules develop a culture of mutual respect, a positive attitude and an awareness of their safety and the safety of others in all areas of life.

Implementation

PSHE will be covered through weekly lessons discretely taught throughout the school, from FS to Yr. 6, to give depth and breadth to the curriculum. We use the Twinkl Life PSHE scheme of work, and includes the statutory requirements for Relationships, Sex and Health Education (2026). It is a spiral, progressive and fully planned scheme of work. This comprehensive programme gives children relevant learning experiences to help them navigate their world, to develop positive relationships with others and have an awareness of their own strengths and skills.

There are three core themes which are further split into twelve different units. The children experience each of the twelve units every two years. (Key Stage One, Lower Key Stage two and Upper Key Stage Two) In Foundation Stage there are nine units that have been carefully structured to support the nine Early Learning Goals for PSED. The plan for when each unit is taught to each year group has been coordinated to best-fit with the other learning that is taking place for each year group, therefore enabling some cross-curricular links to be developed. The three core themes and units are as follows

EYFS			Key Stages One and Two		
Early Learning Goal			Health and Wellbeing	Living in the Wider World	Relationships
Self Regulation	Managing Self	Building Relationships	Safety First Its My Body Think Positive Growing Up	Aiming High One World Diverse Britain Money Matters	TEAM VIP's Be Yourself Digital Wellbeing
Being Safe Look What I Can Do My Body Reach For the Stars Working Together	How I feel Me and My World Positive Relationships Super Me				

This comprehensive programme ensures that all pupils are challenged to fulfil their potential. PSHE lessons are rich in resources, vocabulary, questioning and content. They encourage all children to be resilient and to understand how to keep themselves safe and happy in their world leading to a successful future.

Lessons have a strong emphasis on emotional literacy, nurturing the children's mental and physical health. Mindfulness aspects encourage the children to advance their emotional awareness, concentration and focus. The resources provided as part of the scheme allow teachers at Higham Primary School to deliver engaging and relevant PSHE within a whole-school approach.

In addition to these lessons, circle time is used as required, to address specific issues and concerns which may occur either in the classroom or on the playground, as well as allowing pupils the opportunity to discuss current affairs. At Higham, we have an active school council with representatives from each of the Key Stage 2 classes. The council meets regularly throughout the year to discuss school issues, forthcoming events, fundraising activities and are sometimes involved in the appointment of some new staff. The school council allows all pupils to have a voice and to be heard. Children gain an understanding of the democratic process, and can see the positive impact the council has on school life.



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Impact

The impact of the PSHE curriculum can be evidenced in various ways. Such as social skills, personal skills, respect towards others and themselves, as well as their ability to live in the ever changing world around them. It will be monitored twice per year and assessed at the end of each unit and all children will be encouraged to:

- have an ability to try new things
- push themselves and persevere
- understand how to stay safe and healthy
- develop good relationships
- have an appreciation of what it means to be a positive member of a diverse, multicultural society
- have a strong self-awareness, interlinked with compassion of others.

The school leadership team, subject leaders and governors relentlessly drive the PSHE curriculum forward and monitor it vigorously.



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Early Years Foundation Stage			
ELG	Personal, Social and Emotional Development	Self-Regulation	• 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.
		Managing Self	• 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.
		Building Relationships	• 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.

For further details on PSHE in EYFS please see separate document 'PSHE in EYFS'

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Topic		Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Health and Wellbeing	Safety First	- identify some everyday dangers; - understand some basic rules that help keep people safe; - know what to do if they feel in danger; - identify some dangers in the home; - identify some dangers outside; - identify which information they should never share on the Internet; - know that their private body parts are private; - recall the number to call in an emergency; - list some people who can help them stay safe.	- identify and discuss some school rules for staying safe and healthy; - list some of the dangers we face when we are using roads, water or railways; - describe drugs, cigarettes and alcohol in basic terms; - identify some common injuries and know they can be treated with first aid; - recognise hazards and dangers in an emergency situation; - state 999 as the number to call to seek help in an emergency.	- describe what a dare is and identify situations involving peer pressure; - know when to seek help in risky or dangerous situations; - identify and discuss some school rules for staying safe and healthy; - recall the number to dial in an emergency; - list some of the hazards they might find at home; - understand some substances at home can be dangerous; - list some of the dangers we face when we are around roads, railways or water; - know the key points of the firework code.
	It's My Body	- explain how much sleep they need; - discuss why exercise is good for them; - understand they can choose what happens to their bodies; - list healthy snacks; - know to ask a trusted adult if uncertain about whether something is safe to eat or drink; - demonstrate hygienic ways to look after their bodies.	- understand the importance of sleep, exercise and healthy eating; - discuss what happens to muscles when we exercise them; - understand they can choose what happens to their body and know when a 'secret' should be shared; - explain that too much sugar is bad for health; - know the difference between medicine and harmful drugs and chemicals; - explain how germs travel and spread disease; - identify ways to protect their bodies from ill health.	- understand that they can choose what happens to their own bodies; - know where and how to get help if they are worried; - understand the importance of sleep, exercise and healthy eating; - identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; - identify positive aspects about themselves; - discuss the choices related to health that they make each day; - identify choices that will benefit their health and provide a 'balanced lifestyle'; - identify ways to protect their bodies from ill health.
	Think Positive	- identify and discuss feelings and emotions, using simple terms; - describe things that make them feel happy and unhappy; - understand that they have a choice about how to react to things that happen; - talk about personal achievements and goals; - describe difficult feelings and what might cause these feelings; - discuss things for which they are thankful; - focus on an activity, remaining calm and still.	- understand that it is important to look after our mental health; - recognise and describe a range of comfortable and uncomfortable emotions; - discuss changes people may experience in their lives and how they might make them feel; - talk about things that make them happy and help them to stay calm; - identify uncomfortable emotions and what can cause them; - discuss the characteristics of a good learner.	- talk about their thoughts, feelings and behaviours; - identify unhelpful and helpful thoughts; - suggest outcomes linked to certain thoughts, feelings and actions; - discuss ways in which positive thinking can be beneficial; - identify and discuss uncomfortable emotions; - identify common choices we have to make in life; - use basic mindfulness techniques, when guided; - describe what makes a good learner.

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Topic		Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Living in the Wider World	Growing Up	- talk about their own likes and dislikes; - understand that different people like different things; - understand that girls and boys can like different things, or the same things; - describe how they have changed since they were a baby; - understand that peoples' needs change as they grow older; - talk about things they would like to do when they are older; - discuss some changes that people might go through in life; - talk about their family and ask others questions about their family.	- name the main male and female body parts needed for reproduction; - describe some of the changes boys go through during puberty; - describe some of the changes girls go through during puberty; - describe some feelings young people might experience as they grow up; - talk about their own family and the relationships within it; - understand that there are many different types of family; - identify similarities and differences in different loving relationships; - explain in simple terms how babies are made and how they are born; - identify someone they could talk to about their changing body should they need to.	- talk about their thoughts, feelings and behaviours; - identify unhelpful and helpful thoughts; - suggest outcomes linked to certain thoughts, feelings and actions; - discuss ways in which positive thinking can be beneficial; - identify and discuss uncomfortable emotions; - identify common choices we have to make in life; - use basic mindfulness techniques, when guided; - describe what makes a good learner.
	Aiming High	- discuss their star qualities; - identify what a positive learning attitude is; - talk about jobs they can do when they grow up; - discuss what skills and interests are needed for different jobs; - talk about hopes they have for the future; - discuss what they are looking forward to about next year.	- discuss their personal achievements and skills; - identify what a positive learning attitude is; - talk about a range of jobs that people do; - discuss what skills and interests are needed for different jobs; - talk about jobs they might like to do in the future; - discuss what skills they might need to do certain jobs.	- discuss their personal achievements and skills; - discuss different learning styles; - identify what a helpful learning attitude is; - talk about the range of jobs that people do; - understand what a stereotype is; - talk about skills employers look for in employees; - work with others in a team; - discuss the skills everyone needs to succeed.
	One World	- talk about special people in their life and say why they are special; - talk about different homes around the world and identify how they are the same as and different from their own; - describe what their school is like; - explain what an environment is; - explain what natural resources are and identify how people use them; - say what they love about the world in which they live and describe how they would feel if these things disappeared.	- describe similarities and differences between people's lives; - identify opinions that are different from their own; - express their own opinions; - recognise that their actions impact on people in different countries; - know what climate change is; - know there are organisations working to help people in challenging situations in other communities.	- explain what a global citizen is; - say what global warming is; - understand that human energy use can harm the environment; - understand the importance of not wasting water; - understand what biodiversity is; - understand that their choices can have far reaching consequences.

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	Diverse Britain	- identify groups and communities that they belong to; - explain how to be a good neighbour; - pick out things that harm and things that help a neighbourhood; - describe what it is like to live in Britain; - identify similarities and differences between British people; - talk about what makes them feel proud of being British.	- describe what it is like to live in Britain; - talk about what democracy is; - talk about what rules and laws are; - talk about what liberty means; - describe a diverse society; - describe what being British means to them.	- talk about the range of faiths and ethnicities in Britain; - explain how and why laws are made; - explain what a community is; - discuss some roles of local government; - describe the basic structure of national government; - talk about the role of charities and voluntary groups in the community.
	Money Matters	- name some jobs they know; - talk about some different payment methods; - list ways people can keep money safe; - talk about one example of personal information; - discuss ways people can keep track of spending; - name items that people might want and ones that they might need; - discuss different emotions people might feel in certain scenarios and how to show kindness and respect.	- discuss where money comes from; - list four payment methods people can use to pay for items; - give examples of things people want and need; - offer reasons people might need to borrow money; - talk about ways we can keep money safe; - discuss what value for money means; - explain what it means to budget.	- talk about what currencies are; - explain the advantages of some payment methods; - talk about how advertisements and offers may influence people's spending decisions; - discuss how people can make and use a budget; - give examples of ways money can affect people's emotions; - explain the importance of keeping personal information private; - talk about factors which may influence people's career choices.
Relationships	TEAM	- talk about the different teams they belong to; - describe how we can listen to others; - list some ways we can show kindness to others; - provide examples of friendly joking, teasing and bullying behaviours; - identify helpful and not-so-helpful thoughts; - talk about different choices we can make within our team.	- talk about changes people may go through and what feelings or emotions these changes may bring; - list some helpful behaviours that support teamwork; - understand how different behaviours affect the whole team; - talk about different emotions our teammates may experience; - discuss ways we can resolve disputes within a team; - talk about how fulfilling our responsibilities benefits our team.	- talk about qualities and attributes of teams they identify as successful; - talk about the importance of respectful communication; - explain what it means to compromise and collaborate; - describe ways we can care for people in our team; - list examples of unkind behaviour and talk about what we can do to help; - talk about different responsibilities we have to help the team function well.
	VIP's	- explain who the special people in their lives are; - talk about the importance of families; - describe what makes someone a good friend; - know how to resolve an argument in a positive way; - know the skills involved in successful cooperation; - identify a way to show others that they care.	- talk about ways we can show respect to our VIPs both online and offline; - talk about different ways to make new friends; - talk about ways we can tell whether a relationship is healthy or unhealthy; - describe positive resolutions we can use to solve a dispute in a friendship; - list different forms of bullying and suggest effects of these; - identify people and organisations who can offer support if we or someone we know is being bullied.	- share ideas for ways we can care for our VIPs; - identify some aspects of healthy and unhealthy relationships; - discuss a range of calming techniques with support; - discuss ways to handle a disagreement with support; - explain ways to resist pressure with support; - identify which secrets are OK to keep and which need to be shared with support; - list factors that might show a relationship is unhealthy.



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	Be Yourself	• identify their own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings.	• list some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow.	• discuss scenarios where children are torn between ‘fitting in’ and being true to themselves; • explain how to communicate their feelings in different situations; • discuss different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends.
	Digital Wellbeing	• identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true.	• identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn’t share passwords and private information; • explain why we have rules and restrictions around the technology we use.	• identify the benefits and risks of the Internet; • understand it is important to look after their digital wellbeing; • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it stop; • explain that not all online information is true.