

Learning for Life  
PSCHE Curriculum Progression

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	<b>PSCHE</b> Personal Social Citizenship Health (sex education) Economics Education	<b>PSCHE</b> Personal Social Citizenship Health (sex education) Economics Education	<b>PSCHE</b> Personal Social Citizenship Health (sex education) Economics Education	<b>PSCHE</b> Personal Social Citizenship Health (sex education) Economics Education	<b>PSCHE</b> Personal Social Citizenship Health (sex education) Economics Education
<b>Year R</b>	<ul style="list-style-type: none"> <li>List what make me special.</li> <li>List activities/foods/games that I enjoy and don't enjoy.</li> <li>Compare and explain different emotions.</li> <li>Identify and label facial expressions to emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Match and label good friend qualities</li> <li>List methods to resolve disagreements</li> <li>Name and draw people in my family</li> <li>Compare different families</li> </ul>	<ul style="list-style-type: none"> <li>Match and label emergency services</li> <li>To understand the choices which are open to them e.g. food, games and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect what we learnt from the Life Bus visit.</li> <li>Match and label healthy/unhealthy foods</li> <li>Make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>Discuss the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>Imagine/role play with pretend money – creating a shop set-up – teaching the idea of buying.</li> <li>Enterprise</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Discuss what make me special.</li> <li>List activities/foods/games that I enjoy and don't enjoy.</li> <li>Compare and explain different emotions.</li> <li>Identify and explain facial expressions to emotions.</li> <li>Describe the importance of telling the truth and the consequence of lying.</li> </ul>	<ul style="list-style-type: none"> <li>Match and label good friend qualities.</li> <li>List methods to resolve disagreements.</li> <li>Label and describe. people in my family</li> <li>Compare and contrast different families.</li> <li>Be safe around a fire</li> <li>Work as a team to build a den, bird feeders and make hedgehog houses</li> </ul>	<ul style="list-style-type: none"> <li>Match and label emergency services</li> <li>Explain and label our rights</li> <li>To discuss and identify the choices open to them e.g. food, games and activities.</li> <li>Create a class charter.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect what we learnt from the Life Bus visit.</li> <li>Match and label healthy/unhealthy foods</li> <li>Explain different types of weather and how these affect us (clothing, activities, food we eat).</li> <li>To describe that other people, pets and plants have needs.</li> <li>Make observations and share thoughts and ideas.</li> <li>Name and discuss private parts of body (NSPCC – PANTS) – using correct names for body parts e.g. Penis and vagina.</li> </ul>	<ul style="list-style-type: none"> <li>Enterprise compare money and add with coins</li> </ul>

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<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Identify</b> what make me special.</li> <li>• <b>Compare and explain</b> different emotions.</li> <li>• <b>Identify and label</b> facial expressions to emotions.</li> <li>• <b>Explain</b> the importance of telling the truth and the consequence of lying.</li> <li>• <b>Identify and label</b> scenarios of when to 'say no.'</li> <li>• <b>Identify and label</b> ideas of wrong and right, good and bad.</li> <li>• <b>Identify and understand</b> when to keep a secret and when to tell.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> good friend qualities</li> <li>• <b>Define</b> peer pressure</li> <li>• <b>Make connections</b> with how my actions can affect others</li> <li>• <b>Compare</b> methods that can help resolve disagreements</li> <li>• <b>Question</b> the meaning of bullying</li> <li>• <b>Describe</b> different family types</li> <li>• <b>Create</b> a family tree</li> <li>• <b>Compare and contrast</b> how my own life is different to lives in the past.</li> <li>• Begin to <b>recognise and explain</b> that there are reasons why people in the past acted as they did.</li> <li>• <b>Work as a team to build a tower (Eiffel Tower)</b></li> <li>• <b>Be safe around a fire</b></li> <li>• <b>I can respect everything around me – nature, creatures and environment.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recall and describe</b> emergency services</li> <li>• <b>Explain what to do in a medical emergency (call 999, find a trusted adult)</b></li> <li>• <b>Explain and label</b> our rights</li> <li>• <b>Create and discuss</b> a class charter</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> what we learnt from the Life Bus visit.</li> <li>• <b>Make observations and record these pictorially;</b> use these to suggest answers to simple questions.</li> <li>• <b>Match</b> offspring of animals to their parents and describe similarities and differences between them. To compare offspring to human life cycle using correct terminology from (NSPCC – PANTS) – using correct names for body parts.</li> <li>• <b>Explain</b> the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Apply learning of basic needs to <b>match</b> animals to habitats that would best suit their needs.</li> <li>• <b>Compare</b> different habitats and homes for animals and humans</li> <li>• <b>List</b> healthy/unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise <b>apply</b> knowledge of pounds and pence.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• <b>To describe</b> positive things about ourselves.</li> <li>• <b>To name and describe</b> positive things about each other.</li> <li>• <b>Read and discuss</b> a current topic – turn taking, respecting opinions and conversation practise.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> how my actions can affect others</li> <li>• Create a picture book about friendship for KS1 and present it to them.</li> <li>• <b>Compare and contrast</b> the meaning of bullying and being mean.</li> <li>• <b>Recognising and make connections</b> with peer pressure</li> <li>• <b>Describe</b> different family types</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain and make connections with</b> our rights</li> <li>• <b>Create</b> a class charter.</li> <li>• <b>Explain and discuss</b> what to do in a medical emergency or when in danger.</li> <li>• <b>Reflect</b> about what the impact can be after a natural disaster.</li> <li>• <b>Evaluate</b> impact of deforestation. <b>Predict</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> what we learnt from the Life Bus visit.</li> <li>• <b>Ask and answer relevant questions,</b> giving more than one reason for their answers</li> <li>• <b>Understanding</b> the very basics of first aid – plaster, keeping clean, cuts and bruises.</li> <li>• Understand and <b>explain</b> that humans and animals get nutrition from what they eat. <b>Compare</b> this to healthy living and nutrition.</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise</li> <li>• <b>Identify</b> reasons why we would save money.</li> <li>• <b>Apply</b> knowledge of pounds and pence.</li> </ul>

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		<ul style="list-style-type: none"> <li>• <b>Apply</b> our knowledge of different family types and <b>compare</b> different families within stories.</li> <li>• <b>Identifying</b> and <b>describing</b> the differences in faith</li> <li>• <b>Understanding</b> and <b>celebrating</b> diversity - Inside Outside</li> <li>• <b>Comparing</b> gender stereotypes.</li> <li>• <b>Work as a team to make</b> tepees; a nest; bird boxes etc.</li> <li>• <b>Be safe around a fire.</b></li> </ul>	<p>future impact if deforestation continues at current rate.</p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the human life cycle from birth to adult using correct terminology from (NSPCC – PANTS) – using correct names for body parts.</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• <b>Create a picture book about friendship for KS1 and present it to them.</b></li> <li>• <b>Class debate around a current topic – turn taking, respecting opinions and conversation practise.</b></li> <li>• <b>Discuss</b> gender stereo typing.</li> <li>• <b>Develop a positive approach and self-motivation towards personal safety and risk-taking.</b></li> <li>• <b>Work as a team during wide games and scavenger hunts.</b></li> <li>• <b>Cook safely on an open fire.</b></li> <li>• <b>Set adventurous targets and develop self-esteem/motivation during a 2 night residential.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create</b> methods that can help resolve disagreements</li> <li>• <b>Explain and justify</b> how my actions can affect others.</li> <li>• <b>Design</b> methods that can help resolve disagreements</li> <li>• <b>Argue</b> the idea about bullying meaning the same as being mean.</li> <li>• <b>Make connections</b> with peer pressure</li> <li>• <b>I can identify</b> and <b>compare</b> some characteristic features of different periods and the beliefs and attitudes of people living in societies (stereotypical)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain and make connections with</b> our rights</li> <li>• <b>Create</b> a class charter</li> <li>• <b>Compare and contrast rights respecting around the world</b></li> <li>• <b>Reflect and argue</b> about how Global Warming is impacting on the regions and evaluate impact.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> what we learnt from the Life Bus visit.</li> <li>• <b>Ask and answer relevant questions</b>, giving more than one reason for their answers.</li> <li>• <b>Discuss the basics of first aid.</b></li> <li>• <b>Draw conclusions</b> about what the findings show and share these in different ways (orally/written/drawn).</li> <li>• <b>Discuss</b> how changes to habitats can impact living things (e.g. deforestation, flooding etc.)</li> <li>• <b>Identify</b> the process of the human life cycle <b>and describe</b> changes from birth using correct terminology from (NSPCC – PANTS) – using correct names for body parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise</li> <li>• <b>Identify and explain</b> reasons why we would save money.</li> <li>• <b>Apply</b> knowledge of pounds and pence.</li> <li>• <b>Describe the definition of debt (negative numbers)</b></li> </ul>

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<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Argue around a current topic – turn taking, respecting opinions and conversation practise.</li> <li>• To understand and discuss bereavement.</li> <li>• To discuss and trial simple self-care techniques: breathing, colouring or yoga.</li> <li>• Discuss and explain my emotions and how they might change during puberty.</li> <li>• To understand that change through puberty is individual.</li> <li>• Wonder and question about puberty and sexual relationships.</li> <li>• Reflect on our achievements during our last residential and challenge our self-motivation towards risk-taking.</li> <li>• Set targets of challenge on a 2 night residential.</li> <li>• Lead a team and work in a team during wide games and scavenger hunts.</li> <li>• Build a fire and tent it safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve a game and create new rules.</li> <li>• Explain and justify how my actions can affect others.</li> <li>• Reflect and discuss disagreements in order to resolve them.</li> <li>• Compare and contrast 'bullying' and 'being mean'.</li> <li>• To discuss how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</li> <li>• Make connections with peer pressure.</li> <li>• I can use my knowledge to describe and reflect upon characteristic features of past societies and to explain changes within and across periods.</li> <li>• Reason, compare and explain different people living in societies (understand the meaning of stereotype)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and make connections with our rights</li> <li>• Create a class charter</li> <li>• Compare and contrast rights respecting around the world</li> <li>• Compare and contrast land use maps of Africa or Asia from past with the present, focusing on land use. Evaluate how land use has changed.</li> <li>• Justify reasons for fair/unfair distribution of resources (Fairtrade) and theorise impact of unfair trade on humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect what we learnt from the Life Bus visit.</li> <li>• Discuss and explain the basics of first aid: when to move/not to move, what to do in an emergency, head injury, how to help and the purpose of a defibrillators.</li> <li>• Draw conclusions and suggest explanations about what the findings show and share these in different ways (orally/written/drawn).</li> <li>• Use scientific evidence to support or refute ideas or arguments.</li> <li>• Sequence and explain the life process of reproduction in some plants and animals.</li> <li>• Understand and explain the importance of hygiene – teeth brushing, showering, washing hands, changing clothes etc.</li> <li>• Identify and correctly name body parts when discussing growth e.g. penis and vagina.</li> <li>• To know and explain effective methods for dealing with menstruation and wet dreams.</li> <li>• Sex education – to discuss, compare and contrast how male and female bodies change and what to expect: hormones, periods, male changes, hair, breasts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and design an enterprise project.</li> <li>• Reflect on our entrepreneurial experience – what went well? What could we do better next time?</li> <li>• Apply knowledge of pounds and pence.</li> <li>• Describing the definition of debt (negative numbers)</li> </ul>
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<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• <b>Argue</b> around a current topic – turn taking, respecting opinions and conversation practise.</li> <li>• <b>Create a written</b> report, reflecting the argument, including points for and against.</li> <li>• <b>To understand, discuss and infer about</b> bereavement.</li> <li>• <b>To compare and reflect</b> after simple self-care/dealing with stress techniques. What is the impact of relaxation?</li> <li>• <b>Discuss and explain</b> why my emotions might change during puberty.</li> <li>• <b>Compare and contrast</b> puberty between girls and boys.</li> <li>• Devise strategies for managing these changes.</li> <li>• <b>Explain what humans need to survive.</b></li> <li>• <b>Start a fire and cook safely</b> using foraged ingredients.</li> <li>• <b>Take part in adventurous outdoor activities; challenging myself and behaving safely during our residential.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Plan and design</b> your own team game <b>and improve</b> it with peer feedback.</li> <li>• <b>Explain and justify</b> how my actions can affect others after an incident.</li> <li>• <b>Design</b> methods that can help resolve disagreements.</li> <li>• <b>Argue</b> the idea about bullying meaning the same as being mean.</li> <li>• <b>To recognise and question</b> how images in the media (and online) do not always reflect reality and can affect how people feel about themselves and <b>make connections</b> with peer pressure.</li> <li>• <b>Question and wonder</b> about an aspect of the past, investigate independently and present conclusions.</li> <li>• Creatively <b>use and construct</b> information from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create</b> a class charter</li> <li>• <b>Explain and make connections with</b> our rights</li> <li>• <b>Compare and contrast rights respecting around the world</b></li> <li>• <b>Compare and contrast</b> main environmental regions, key physical and human characteristics, and major cities.</li> <li>• <b>Create an article and predict</b> future changes to land use.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> what we learnt from the Life Bus visit.</li> <li>• <b>Discuss, explain and role-play</b> the basics of first aid: when to move/not to move, what to do in an emergency, head injury, how to help, the purpose of a defibrillators and how to administer CPR.</li> <li>• <b>Identify and name</b> the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</li> <li>• <b>Describe, explain or argue</b> the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>• <b>Draw conclusions and describe/explain</b> about what the findings show and share their deductions in different ways (orally/written/drawn).</li> <li>• <b>Understand and explain how puberty can affect bodily</b> hygiene – teeth brushing, showering, washing hands, changing dirty clothes, using deodorant, hair etc.</li> <li>• <b>Discuss strategies</b> for keeping physically and emotionally safe (including cycle safety – the Bike-ability Programme)</li> <li>• <b>Define puberty (the changes that occur from 8-17)</b></li> <li>• <b>To recap and explain</b> effective methods for dealing with menstruation and wet dreams.</li> <li>• Sex education – <b>to recap and discuss</b> how our bodies change</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Plan and design</b> an enterprise project.</li> <li>• <b>Reflect</b> on our entrepreneurial experience – what went well? What could we do better next time?</li> <li>• <b>Present</b> our findings to each other, another class or parents.</li> <li>• <b>Apply</b> knowledge of pounds and pence and make connections with decimals.</li> <li>• <b>Describing the definition of debt (negative numbers) in relation to spending money.</b></li> </ul>
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				<p>(male and female) and what to expect: hormones, periods, male changes, hair, breasts etc.</p> <ul style="list-style-type: none"><li>• Sex education – <a href="#">to understand and discuss</a> the process of sexual intercourse while using the correct names for body parts e.g. penis and vagina.</li></ul>	
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