



Horbury Primary Academy

Upper Key Stage 2 PSHE/RSE



Progression of Learning Objectives

The fact is that people are good, Give people affection and security, and they will give affection and be secure in their feelings and their behaviour.

Abraham Maslow

PSHE: Key Stage Two

National Curriculum

Pupils should embrace the challenges of creating a happy and successful adult life. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. Pupils are taught to develop resilience, to know how and when to ask for help, and to know where to access support.

PSHE Coverage and Core Language Progressions: Key Stage Two

Autumn 1	Being Me In My World	Year 5- rights, responsibilities, refugee, persecution, conflict, asylum, prejudice, citizen, poverty, rights, responsibilities, cooperation, collaboration. Year 6- goals, worries, fear, west Africa, community, Maslow, obstacles, empathise, lawful democracy.
Autumn 2	Celebrating differences	Year 5- racism , colour, discrimination, ribbon, racist, homophobic, cyber-bullying, continuum, celebration Year 6- Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Power, Struggle, Imbalance, Control, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para Olympian, Achievement, Accolade, Sport, Perseverance, Admiration, Stamina, Celebration, Difference, Conflict
Spring 1	Dreams and Goals	Year 5- dream, achievement, goal, salary, society, profession, motivation, culture, aspiration, sponsorship, cooperate, motivation Year 6- Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Achievement, Success, Criteria, Learning steps, Money, Global, Issue, Suffering, Concern, Hardship, Sponsorship, Motivation, Empathy, Hope, Admire, Respect, Praise, Compliment, Contribution, Recognition.
Spring 2	Healthy Me	Year 5- choices, pressure, media, influence, emergency, level-headed, social-media, self-respect, eating disorder Year 6- Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, Synthetic highs, New psychoactive substances, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Managing stress
Summer 1	Relationships	Year 5- self-esteem, personal qualities, age-limit, social network, risky, violence, grooming, devices, screen-time, mental/physical health

		<p>Year 6- Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Stress, Warning, Support , Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Assertive, Strategies, Risks, Pressure, Influences, Self-control, Real/Fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Control, Cyberbullying, Abuse, Safety</p>
Summer 2	Changing Me	<p>Year 5-puberty, periods, menstruation, , womb/uterus Year 6 - Self-image, Self-esteem, Real self, Celebrity, Opportunities, Freedoms, Responsibilities, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife, Puberty, Attraction, Relationship, Pressure, Love, Sexting, Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement</p>

Each numbered bullet represents the jigsaw pieces/lesson the objective it taught in.

PSHE: Key Stage Two

Being Me In My World

Having a sense of belonging, welcoming others, identity, building a positive ethos, being part of a school community, working and socialising with others, democracy and citizenship

Celebrating differences

Similarities and differences, appearance, disability, racism, prejudice and discrimination, bullying, equality act.

Dreams and Goals

Hopes and dreams, goals to success, growth mind-set, resilience, teamwork, citizenship, aspirations.

Healthy Me

personal hygiene, healthy eating, active lifestyles, sleep, substances, managing risk, mental health

Relationships

Positive relationships, caring relationships, how to speak up and get help when relationships are not positive.

Changing Me

Differences between boys and girls, what changes can I be proud of?, understanding that growing is a natural, appreciating different parts of the body.

Year 5

1.I can face new challenges and know how to set personal goals

I know what I value most about school and identify my hopes for the school year.

2.I understand my rights as a citizen

I can empathise with people in this country.

3.I understand my rights as a citizen of this country

I can empathise with people whose lives are different to my own.

4.I can make choices about my own behaviour because I understand how rewards/consequences feel.

I understand my actions affects myself and others.

5. I understand how an individual's behaviour can impact on a group.

I can contribute to a group and how we can function as a whole.

6. I understand how democracy benefits the school community.

I understand why our school community benefits from a learning charter

1.I understand that cultural difference sometime causes conflict

I am aware of my own culture.

2.I understand what racism is

I am aware of my attitude towards different people.

3. I understand how rumour calling and name calling can be bullying behaviours.

I can tell you a range of strategies for managing my feelings in bullying situations and of problem solving when I'm part of one.

4. I can explain the difference between direct and in-direct types of bullying.

I know some ways to encourage children who use bullying behaviour to make other choices and know how to support children who are being bullied

5. I can compare my life with people in the developing in the world.

I can appreciate the value of happiness regardless of material wealth.

6. I can understand a different culture from my own.

I respect my own and other's cultures.

1.I understand that I will need help to achieve my dreams.

I can identify what I would like to be when I grow up

2. I know about a range of jobs carried out and I have explored how much people earn in different jobs.

I appreciate the contributions made by people in different jobs.

3. I can identify a job I would like to do when I grow up and what I need to do to achieve it.

I appreciate the learning and opportunities an education is given me and understand how this will build our future.

4. I can describe the dreams and goals of young people in a culture different to mine.

I can reflect on how these are related to mine.

5. I can understand communicating with someone who is in a different culture to mine means we can learn from each other.

I understand that aspirations can be different between myself and someone else from a different culture.

6. I can encourage my peers to support young people here and abroad to meet their aspirations.

I understand why I am motivated to make a positive contribution to supporting others.

1.I know health risks of smoking.

I can make an informed decision whether or not I choose to smoke and know how to resist pressure.

2. I know some of the risks of misusing alcohol, anti-social behaviour and how it affects the liver and heart.

I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.

3. I know and can put into practise basic emergency aid procedure and know how to get help in emergency situations.

I know how to keep myself in calm in emergencies.

4.I know how media, and celebrity culture promotes certain body types.

I can reflect on my own body image and know how important it is and know how to respect myself.

5.I can understand the different roles food can play in different people's lives and how people can develop eating disorders.

I respect and value my body.

6.I know what makes a healthy lifestyle including healthy eating and the

1.I have an accurate picture of who I am as a person in terms of personal qualities.

I know how to build my own self-esteem

2. I understand that belonging to online community can have positive and negative consequences.

I can recognise when an online community feels safe and unsafe.

3.I understand there are rights and responsibilities in an online community.

I can understand when an online community I helpful/unhelpful.

4.I know there are rights and responsibilities when playing a game online.

I can recognise when an online game is unsafe.

5.I can recognise when I am spending too much time on devices.

I can identify things I can do to reduce screen time.

6.I can recognise how to safe when using technology

I resist pressure to use technology in risky ways which may cause harm to others or myself.

1. I am aware of my own self-image and how my body image fits into that.

I know how to develop my self-esteem.

2.I can explain how a girl's body change during puberty and the importance of looking after yourself mentally/physically.

I understand that puberty is a natural process that happens to everybody.

3.I can describe how girl's and boy's body's change through puberty.

I can express how I feel about the changes that will happen to me.

4.I can understand the sexual intercourse can lead to conception and that is how babies are usually made.

I can appreciate how amazing it is that human bodies can reproduce.

5.I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.

I am confident that I can cope with changes that growing up will bring.

6.I can identify what I am looking forward to when I move to the next class.

				<p>healthy choices I need to make.</p> <p>I am motivated to keep myself to be happy.</p>		<p>I can start to think about changes I will make next year.</p>
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Year 6

1. I can identify my goals for this year and understand the fears and worries about my future.

I feel welcomed and valued and know how to make others feel the same.

2. I know there are some universal rights for all children but for many children these are right and not met.

I understand my wants and needs and compare this with children from different communities.

3. I understand my actions can affect others locally and globally.

I understand my own wants and needs and compare these with children from different communities.

4. I can make choices of my own behavior because I understand how rewards and consequences

I understand that my action can affect others.

5. I understand how individual behavior can impact on a group.

1. I understand there are different perceptions about what normal means. I can empathise with people who are different.

2. I understand how being different could affect someone's life I am aware of my attitude towards people who are different.

3. I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way.

4. I know some of the reasons why people use bullying behaviours can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.

5. I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are.

6. I can explain ways in which difference can be a source of conflict and a cause for celebration

1. I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I understand why it is important to stretch the boundaries of my current learning.

2. I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can set success criteria so that I will know whether I have reached my goal

3. I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.

4. I can work with other people to help make the world a better place. I can empathise with people who are suffering or who are living in difficult situations

5. 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.

6. I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements

1. I can take responsibility for my health and make choices that benefit my health and well-being I am motivated to care for my physical and emotional health

2. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I am motivated to find ways to be happy and cope with life's situations without using drugs

3. I understand that some people can be exploited and made to do things that are against the law I can suggest ways that someone who is being exploited can help themselves

4. I know why some people join gangs and the risks this involves I can suggest strategies someone could use to avoid being pressurised

5. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I know how to help myself feel emotionally healthy and can recognise when I need help with this.

1. I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of

2. I know how to take care of my mental health. I can help myself and others when worried about a mental health problem

3. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when I am feeling those emotions and have strategies to manage them

4. 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

5. I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others

1. I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem

2. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty.

3. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby

4. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a

	<p>I can contribute to a group and understand how we can function best as a whole.</p> <p>6.I understand how democracy and having a voice benefits the school community.</p>	<p>I can show empathy with people in either situation</p>		<p>6. I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> <p>I can use different strategies to manage stress and pressure</p>	<p>6. I can use technology positively and safely to communicate with my friends and family.</p> <p>I can take responsibility for my own safety and well-being</p>	<p>boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p> <p>5. I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p> <p>6. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year</p>
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