



# Shelton Junior School



## LKS2 Personal Development Long-Term Progression of Knowledge and Skill

	Autumn	Spring	Summer
	DISCOVER – resilience and collaboration	INVESTIGATE – reflection and concentration	EXPLORE - curiosity
Year A	Heroic Heritage – Why are beliefs important?	Nurturing Nature – How do plants and living things flourish?	Go With The Flow – How do people choose where to settle?
Personal Development core theme	Relationships	Living in the wider world	Health and Wellbeing
PSHE RSE Citizenship SMSC	<p><b><u>Our Class (Go Givers)</u></b></p> <ul style="list-style-type: none"> <li>✓ I can learn more about my classmates</li> <li>✓ I can suggest solutions to problems in the class</li> <li>✓ I can identify the qualities and behaviours of a good classmate</li> </ul> <p><i>Linked to Social (SMSC)</i></p> <p><b><u>Rules (Go Givers)</u></b></p> <ul style="list-style-type: none"> <li>✓ I can understand the concept of rules</li> <li>✓ I can explain why we need rules</li> <li>✓ I can suggest a number of rules that should be used in the classroom</li> </ul> <p><i>Linked to Moral (SMSC)</i>  <i>Linked to British Value: Rule of Law</i></p> <p><b><u>Respect (Go Givers)</u></b></p> <ul style="list-style-type: none"> <li>✓ I understand what the word respect means</li> <li>✓ I can explore how my behaviour and actions may affect how other people feel</li> <li>✓ I can describe a number of ways I can act respectfully</li> </ul> <p><i>Linked to British Value: Tolerance &amp; Mutual Respect</i>  <i>Linked to No Outsiders: Everyone is welcome</i></p>	<p><b><u>Citizenship and the Wider World (Go Givers)</u></b></p> <ul style="list-style-type: none"> <li>✓ I can explore how we are connected to other people and places around the world</li> <li>✓ I can explore how my actions can have an impact on others, both locally and all over the world</li> <li>✓ I can consider how my actions can help to bring about change.</li> </ul> <p><i>Linked to British Value: Individual Liberty</i></p> <p><b><u>How can I make a difference? (Go Givers)</u></b></p> <ul style="list-style-type: none"> <li>✓ I can work with a team to plan and conduct a social action project.</li> <li>✓ I can evaluate the success of a social action project</li> </ul> <p><i>Linked to British Value: Mutual Respect</i></p>	<p><b><u>Christopher Winter Project RSE</u></b></p> <p>Valuing difference and keeping safe (Y3)</p> <ul style="list-style-type: none"> <li>✓ I can identify that people are unique and respect those differences</li> <li>✓ I can explore differences between the male and female body</li> <li>✓ I can consider appropriate and inappropriate physical contact and consent</li> <li>✓ I can explore different types of families and who to go to for help and support</li> </ul> <p><i>Linked to British Value: Individual Liberty, Tolerance &amp; Mutual Respect</i></p> <p>Growing up (Y4)</p> <ul style="list-style-type: none"> <li>✓ I can explain the human lifecycle</li> <li>✓ I can identify some basic facts about puberty</li> <li>✓ I can make the link between puberty and the human lifecycle</li> <li>✓ I can explore respect in a range of relationships</li> <li>✓ I can discuss the characteristics of healthy relationships</li> </ul> <p><b><u>Christopher Winter Project Drug Education</u></b></p> <p>Smoking (Y3)</p> <ul style="list-style-type: none"> <li>✓ I can consider the risks from smoking</li> <li>✓ I can understand the impact of smoking and passive smoking</li> </ul>

			<ul style="list-style-type: none"> <li>✓ I can recognise some strategies to prevent taking up smoking</li> <li>Alcohol (Y4)</li> <li>✓ I can understand the effect alcohol has on the body</li> <li>✓ I can understand the risks related to drinking alcohol</li> <li>✓ can consider how society limits the drinking of alcohol</li> </ul>
Protected Characteristics	<ul style="list-style-type: none"> <li>• To be welcoming (No Outsiders Y3) I can be welcoming</li> <li>• Common Ground (No Outsiders Y4) I can find common ground</li> </ul>	<ul style="list-style-type: none"> <li>• To Accept difference (No Outsiders Y4) I can help someone accept difference</li> <li>• Living in Britain (No Outsiders Y3) I can consider what it is like to live in Britain today</li> </ul>	<ul style="list-style-type: none"> <li>• Discrimination (No Outsiders Y3) I can understand what is meant by discrimination</li> <li>• Looking after my Mental Health (No Outsiders Y4) I can recognise ways to look after my mental health</li> </ul>

Taught across the Terms and linked throughout the curriculum

	<b>Democracy</b>	<b>Rule of law</b>	<b>Mutual Respect &amp; Tolerance</b>	<b>Individual Liberty</b>
British Values Y3/4	<ul style="list-style-type: none"> <li>- I understand how a school council election is run and relate this to Britain's democracy (y3)</li> <li>- I understand that everyone is free to vote in the school council election (y3)</li> <li>- I can start to understand the term democracy and why it is important. (y4)</li> <li>- I understand how to take part in a fair vote and know how a vote was made fair (y4)</li> </ul>	<ul style="list-style-type: none"> <li>- I understand why school has rules and Britain has laws(y3)</li> <li>- I am able to distinguish right from wrong and give examples of why this is important (y3)</li> <li>- I know the school golden rules and why they are helpful, I can start to relate this to the benefit of law and order in Britain (y3)</li> <li>- I can explain why rules are beneficial because I know how they help my school (y4)</li> <li>- I can explain why a rule is fair or not (y4)</li> </ul>	<ul style="list-style-type: none"> <li>- I understand how our school 'No Outsiders' means everyone is welcome and that we show them respect (y3)</li> <li>- I understand that Britain is made up of lots of different people and that this is to be celebrated and welcomed (y3)</li> <li>- I know how to show respect for differences (y3)</li> <li>- I know my own strengths and recognise them in others</li> <li>- I can explain what diversity means (y4)</li> <li>- I can explain how to show respect to others and how</li> </ul>	<ul style="list-style-type: none"> <li>- I know what freedom is (y3)</li> <li>- I can think about my own my hopes and dreams(y3)</li> <li>- I understand how to be proud of who I am(y3)</li> <li>- I understand how to take responsibility and accountability for my behaviour(y4)</li> <li>- I can contribute positively to my school, locality and society(y4)</li> </ul>

			people's lives may differ from my own (y4)	
SMSC	- Spiritual	- Moral	- Social	- Cultural
	-	-	-	-
Year B	<b>Incredible Invaders – Why do people always want more?</b>		<b>Magnets and Matter – Are all changes irreversible?</b>	

	<b>Year 3 Skills</b>	<b>Year 4 Skills</b>
Health and well-being	<p>Children know school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).</p> <p>Children can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions).</p> <p>Children can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>Children can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p> <p>Children understand the risks from smoking and the impact of smoking and passive smoking on their health.</p> <p>Children can recognise and name strategies to prevent taking up smoking.</p>	<p>Children can recognise ways to look after their mental health.</p> <p>Children can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs.</p> <p>Children can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>Children can understand the term 'habit' and why these can be hard to change, and differentiate between the terms 'risk, danger and hazard'.</p> <p>Children can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p> <p>Children understand the effect that alcohol has the body and understand the risks related to drinking alcohol.</p>

<p>Relationships</p>	<p>Children can respond appropriately to a wider range of feelings in others.</p> <p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>Children to judge what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help.</p> <p>Children understand the concept of ‘keeping something confidential or secret’ when we should or shouldn’t agree to this/ when it is right to ‘break a confidence’ or ‘share a secret’.</p>	<p>Children can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p> <p>Children can recognise and discuss the importance of relationships to marriage, parenthood and family life.</p>
<p>Living in the wider world</p>	<p>Children understand the concept of rules and their importance.</p> <p>Children understand what being part of a community means, and about local and national intuitions that support communities.</p> <p>Children can consider how their actions can bring about change.</p> <p>Children recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Mental Health Champions).</p> <p>Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	<p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Children can resolve differences by looking at alternatives, seeing and respecting others’ point of view, making decisions and explaining choices.</p> <p>Children can demonstrate why and how rules/laws protect themselves and others, and how these are made and enforced. They know why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Children can realise the consequences of anti-social behaviour and aggressive behaviours (bullying discrimination on individuals/communities).</p>
<p>RSE</p>	<p>Children can identify that people are unique and respect those differences.</p> <p>Children can explore the differences between the male and female body.</p> <p>Children can consider what appropriate and inappropriate physical contact is, and understand what consent is.</p> <p>Children can explore different types of families and know who to go to for help and support.</p>	<p>Children can explain the human lifecycle and identify some basic facts about puberty.</p> <p>Children can make the link between puberty and the human lifecycle.</p> <p>Children can explore respect in a range of relationships and can discuss the characteristics of healthy relationships.</p>



# Shelton Junior School

## UKS2 PSHE & RSE Long-Term Progression of Knowledge and Skills



	<b>DISCOVER – resilience and collaboration</b>	<b>INVESTIGATE – reflection and concentration</b>	<b>EXPLORE - curiosity</b>
	<b>Seeking Safety – Does adversity always make you stronger?</b>	<b>Stayin’ Alive – Are all living things equal?</b>	<b>The Amazing Americas – Do we always appreciate what we’ve got?</b>
<b>Year A</b>	<ul style="list-style-type: none"> <li>• Consequences (No Outsiders Y5)               <ul style="list-style-type: none"> <li>✓ I can consider consequences</li> </ul> </li> <li>• Democracy (No Outsiders Y6)               <ul style="list-style-type: none"> <li>✓ I can consider democracy</li> </ul> </li> <li>• Fake News (Go Givers)               <ul style="list-style-type: none"> <li>✓ I understand what is meant by ‘fake news’.</li> <li>✓ I can learn techniques to identify ‘fake news’.</li> </ul> </li> <li>• New Beginnings (SEAL)               <ul style="list-style-type: none"> <li>✓ I can recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals</li> <li>✓ I can to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</li> </ul> </li> <li>• Drug Education               <ul style="list-style-type: none"> <li>➤ Legal and Illegal drugs (Y5)                   <ul style="list-style-type: none"> <li>✓ I can explore a range of legal and illegal drugs, their risks and effects</li> <li>✓ I can consider children’s attitudes and beliefs about drug use and drug users</li> <li>✓ I can consider strategies to resist drug use</li> </ul> </li> <li>➤ Preventing early drug use (Y6)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discrimination (Go Givers)               <ul style="list-style-type: none"> <li>✓ I can understand the term discrimination.</li> <li>✓ I can describe and identify examples of discrimination.</li> <li>✓ I can explore the impact of discrimination on individuals and society.</li> <li>✓ I will learn about the Equality Act and its protections.</li> </ul> </li> <li>• To justify my actions (No Outsiders Y5)               <ul style="list-style-type: none"> <li>✓ I can justify my actions</li> </ul> </li> <li>• Racism (No Outsiders Y6)               <ul style="list-style-type: none"> <li>✓ I can consider the causes of racism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What is a charity? (Go Givers)               <ul style="list-style-type: none"> <li>✓ I can identify reasons why charities are created.</li> <li>✓ I can understand the features of charity.</li> <li>✓ I can understand the range of work done by charities.</li> </ul> </li> <li>• Acceptance (No Outsiders Y6)               <ul style="list-style-type: none"> <li>✓ I can show acceptance</li> </ul> </li> <li>• Dialogue and opinion (No Outsiders Y5)               <ul style="list-style-type: none"> <li>✓ I can exchange dialogue and express an opinion</li> </ul> </li> <li>• RSE – Puberty (relationships &amp; reproduction)               <ul style="list-style-type: none"> <li>➤ Puberty                   <ul style="list-style-type: none"> <li>✓ I can explore the emotional and physical changes that occur during puberty</li> <li>✓ I can explain male and female puberty changes in more detail</li> <li>✓ I can explore the effect puberty has on the body and the importance of personal hygiene</li> <li>✓ I can explore ways to get support during puberty</li> </ul> </li> <li>➤ Puberty, Relationships and Reproduction (Y6)                   <ul style="list-style-type: none"> <li>✓ I can consider puberty and reproduction</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>✓ I can understand the effects, risks and law relating to cannabis</li> <li>✓ I can understand the risk of volatile substance abuse (VSA)</li> <li>✓ I am aware of the options for getting help, advice and support</li> </ul>		<ul style="list-style-type: none"> <li>✓ I can explore the importance of communication and respect in relationships</li> <li>✓ I can consider different ways people might want to start a family</li> <li>✓ I can explore positive and negative ways of communicating in a relationship</li> </ul>
<b>Year B</b>	<b>Ancient Civilisations – Why do people have different beliefs?</b>	<b>Survival of the Fittest – What’s the difference between surviving and living?</b>	<b>Amazon Adventures – Why do people explore?</b>
	<ul style="list-style-type: none"> <li>• Who keeps us healthy? (Go Givers) <ul style="list-style-type: none"> <li>✓ I can discuss the benefits of caring for the health of the population;</li> <li>✓ I can identify those who play a role in keeping populations healthy;</li> <li>✓ I can support healthy lifestyles amongst your class</li> </ul> </li> <li>• To recognise when someone needs help (No Outsiders Y5) <ul style="list-style-type: none"> <li>✓ I can recognise when someone needs help</li> </ul> </li> <li>• To consider responses to immigration (No Outsiders Y6) <ul style="list-style-type: none"> <li>✓ I can consider responses to immigration</li> </ul> </li> <li>• Drug Education <ul style="list-style-type: none"> <li>➤ Legal and Illegal drugs (Y5) <ul style="list-style-type: none"> <li>✓ I can explore a range of legal and illegal drugs, their risks and effects</li> <li>✓ I can consider children’s attitudes and beliefs about drug use and drug users</li> <li>✓ I can consider strategies to resist drug use</li> </ul> </li> <li>➤ Preventing early drug use (Y6)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and the law (Go Givers) <ul style="list-style-type: none"> <li>✓ I can describe what a marriage and a civil partnership is</li> <li>✓ I can examine how the law relating to marriages and civil partnerships has changed throughout history</li> </ul> </li> <li>• To overcome fears about difference (No Outsiders Y6) <ul style="list-style-type: none"> <li>✓ I can overcome fears about difference</li> </ul> </li> <li>• Friendship (No Outsiders Y5) <ul style="list-style-type: none"> <li>✓ I can explore friendships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cultural diversity in the UK (Go Givers) <ul style="list-style-type: none"> <li>✓ I understand the term ‘cultural diversity’.</li> <li>✓ I can research historical events that have contributed to the diverse population of the UK.</li> <li>✓ I can appreciate how diversity has enriched British culture.</li> <li>✓ I can learn from a range of cultures.</li> </ul> </li> <li>• To consider responses to racist behaviour (No Outsiders Y5) <ul style="list-style-type: none"> <li>✓ I can consider responses to racist behaviour</li> </ul> </li> <li>• Language and the freedom of speech (No Outsiders Y6) <ul style="list-style-type: none"> <li>✓ I can consider language and the freedom of speech</li> </ul> </li> <li>• RSE – Puberty (relationships &amp; reproduction) <ul style="list-style-type: none"> <li>➤ Puberty <ul style="list-style-type: none"> <li>✓ I can explore the emotional and physical changes that occur during puberty</li> <li>✓ I can explain male and female puberty changes in more detail</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>✓ I can understand the effects, risks and law relating to cannabis</li> <li>✓ I can understand the risk of volatile substance abuse (VSA)</li> <li>✓ I am aware of the options for getting help, advice and support</li> </ul>		<ul style="list-style-type: none"> <li>✓ I can explore the effect puberty has on the body and the importance of personal hygiene</li> <li>✓ I can explore ways to get support during puberty</li> <li>➤ Puberty, Relationships and Reproduction (Y6) <ul style="list-style-type: none"> <li>✓ I can consider puberty and reproduction</li> <li>✓ I can explore the importance of communication and respect in relationships</li> <li>✓ I can consider different ways people might want to start a family</li> <li>✓ I can explore positive and negative ways of communicating in a relationship</li> </ul> </li> </ul>
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	<b>Year 5 Skills</b>	<b>Year 6 Skills</b>
<b>Health and well-being</b>	<p>Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones).</p> <p>Children can talk about the importance of protecting personal information (passwords/images).</p> <p>Children can recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Children understand that bacteria and viruses can affect health and that following simple routines can reduce the spread.</p> <p>Children can recognise when and how to ask for help (incl. outside organisations).</p>	<p>Children can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>Children can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce).</p> <p>Children recognise that they may experience conflicting emotions when they might need to listen to their emotions to overcome them.</p> <p>Children can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth.</p> <p>Children demonstrate respect for differences between people.</p> <p>Children can understand the effects, risks and law relating to cannabis.</p> <p>Children can understand the risk of volatile substance abuse (VSA).</p>

	<p>Children can explore a range of legal and illegal drugs, their risks and effects.</p> <p>Children can consider children's attitudes and beliefs about drug use and drug users and consider strategies to resist drug use.</p>	<p>Children are aware of the options for getting help, advice and support.</p>
Relationships	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Children can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Children will identify differences between male and female.</p> <p>Children will identify how people change and grow and what makes us special.</p> <p>Children will explore and discuss different types of relationships.</p>	<p>Children can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards others who live their lives in different ways.</p> <p>Children assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc).</p> <p>Children will be able to identify the emotional and physical changes that take place during puberty.</p> <p>They will be able to identify positive relationships and how babies are made.</p> <p>Children will be able to understand and explain the physical and emotional changes that take place as girls and boys go through puberty.</p> <p>Children will be able to discuss images and pressures on young adults.</p>
Living in the wider world	<p>Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer).</p> <p>Children will develop an understanding of the concepts of interest, loan, debt and tax (VAT).</p> <p>Children will understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Children will appreciate the need for personal safety issues when using the Internet. They will be aware of internet dangers and what children can do to keep themselves and others safe.</p>	<p>Children understand possible routes to different careers and be able to set goals towards these aspirations.</p> <p>Children understand 'enterprise' and skills that make someone enterprising.</p> <p>Children can explore and critique how the media present information.</p>
RSE	<p>Children can explore the emotional and physical changes that occur during puberty.</p> <p>Children can explain male and female puberty changes in more detail.</p> <p>Children can explore the effect puberty has on the body and the importance of personal hygiene.</p>	<p>Children can explain how their body will change as they approach and move into puberty.</p> <p>Children can talk about human reproduction including conception (and that this can be prevented).</p>

	<p>Children can explore ways to get support during puberty.</p>	<p>Children will be able to explain how a baby develops in the womb during pregnancy and how they are born.</p> <p>Children will consider different ways people might want to start a family.</p> <p>Children will explore the importance of communication and respect in relationships.</p> <p>Children will explore positive and negative ways of communicating in a relationship.</p>
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