

Middlefield Curriculum Progression Grids: PSHE

| Skills | Key Stage 1 | Lower key Stage 2 | Upper Key Stage 2 |
|------------------------------------|---|--|--|
| <p>Health and Wellbeing</p> | <p>Describe how to keep fit and healthy and understand basic dental hygiene.</p> <p>Share personal successes with their class.</p> <p>Use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings.</p> <p>Understands how to keep themselves clean.</p> <p>Describe simple ways to stay safe in different environments. E.g. On the street, at school, on the internet etc.</p> <p>Understands the difference between a secret and a surprise.</p> <p>Understands who they can seek help from if they are worried e.g. Teachers, family, friends.</p> | <p>Explain what can affect his/her health positively and negatively including dental health.</p> <p>Share personal successes and describe how they achieved them.</p> <p>Use vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings.</p> <p>Understands how and why they should keep themselves clean.</p> <p>Describe a variety of ways to stay safe in different environments. E.g. On the street, at school, on the internet etc.</p> <p>Understands when it is necessary to share secrets with others so they do not put themselves or others at risk.</p> <p>Understands when it is necessary to seek help from others and who they can ask for that help.</p> | <p>Explain how the media can have positive and negative impacts upon his/her health including dental health.</p> <p>Share personal successes with the class and set further goals from those achievements.</p> <p>Explain when they have experienced conflicting emotions and how they dealt with the situation.</p> <p>Understands the risks of not maintaining good levels of personal hygiene.</p> <p>Predict and assess risks in different situations and explain how to manage them responsibly.</p> <p>Understands when and how to help others if they feel they are at risk.</p> <p>Understands the importance of resisting pressure to do something that is wrong or they feel uncomfortable with and who they can go to for help with this.</p> |

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| Relationships | <p>Explain how others are feeling and how they show those feelings. e.g. Smiling, crying, being quiet etc.</p> <p>Understands how their actions may make others feel.</p> <p>Recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong.</p> <p>Describe people that are special to them and what makes them special e.g. Parents, carers, friends etc.</p> <p>Describe different ways others can be teased or bullied and understand that these are wrong.</p> <p>Understands how to resist teasing or bullying and who to go to for help if they witness it.</p> | <p>Explain how others are feeling and describe how they can support them.</p> <p>Understands how his/her actions impacts on others and how they can address problems caused.</p> <p>Recognises from his/her own and others actions what is fair and unfair, kind and unkind and right and wrong</p> <p>Describe how they are important to others and how they can care for others.</p> <p>Understands that differences and similarities arise from a number of factors. E.g. Family, culture, religion, age, sex, etc.</p> <p>Recognises a dare and understands how to not give in to pressure.</p> | <p>Recognise a wide range of emotions in others and know when to support them or to seek help from someone else.</p> <p>Understands that different people will respond to the same situation in different ways and how to deal with a variety of scenarios.</p> <p>Recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong and that people's opinions may differ.</p> <p>Show respect to people around them and if necessary constructively challenge their point of view.</p> <p>Explain the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to it.</p> <p>Recognises and challenges stereotypes.</p> |

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| <p>Living in the Wider World</p> | <p>Makes a positive contribution to the classroom environment.</p> <p>Follows the classroom and school rules.</p> <p>Share, take turns & return borrowed items.</p> <p>Understands that money comes from different places.</p> <p>Understands that money can be used for different purposes. E.g. Spending & saving.</p> <p>Understands simple ways to keep money safe and the different ways they can spend it.</p> <p>Understands that there are different forms of media. E.g. Newspaper, radio, TV.</p> | <p>Understands his/her responsibilities at school.</p> <p>Follows the classroom and school rules and works as a role model to younger children.</p> <p>Understands how money plays a role in his/her own and other's lives.</p> <p>Can explain different ways to manage his/her money.</p> <p>Can describe the different cultural, ethnic and religious groups that make up the UK.</p> <p>Can describe differences between different cultural, ethnic and religious groups.</p> <p>Understands that our society has rules and laws which govern us.</p> <p>Understands that the media may not always portray the truth.</p> | <p>Fulfils his/her responsibilities at school in different contexts e.g. The playground, the classroom.</p> <p>Follows the classroom and school rules and works as a role model to younger children.</p> <p>Basic understanding of money concepts. E.g. Tax, interest, loan & debt.</p> <p>Develops an initial understanding of how to become a critical consumer.</p> <p>Describe the different cultural, ethnic and religious groups that make up the world.</p> <p>Explains and understands the need to respect the differing ideas of a range of people in society.</p> <p>Understands that rules and laws differ in different parts of the world.</p> <p>Understands reasons why the media may present information in different ways.</p> |