PSHE Progression

Purple= substantive knowledge

Black = disciplinary knowledge

Drug, alcohol and tobacco education (DATE)					
Y1	Y2	Y3 **Tobacco is a drug**	Y4 **Making choices**	Y5 **Different influences**	Y6 **Weighing up risk**
		1. **Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people** **Pupils** • are able to define what is meant by the word 'drug' • can identify when a drug might be harmful • recognise that tobacco is a drug	1. **Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them** **Pupils** • are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used • can identify why a person may choose to use or not use a drug • are able to state some alternatives to using drugs	1. **Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis** **Pupils** • know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis • understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law • understand that there are risks associated with all smoking drugs	1. **Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs** **Pupils** • know about some of the possible effects and risks of different drugs • know that some drugs are restricted or that it is illegal to own, use and supply them to others • understand why and when people might use drugs
		2. **Pupils learn about the effects and risks of smoking tobacco and secondhand smoke** **Pupils** • know the effects and risks of smoking and of secondhand smoke on the body • can express what they think are the most important benefits of remaining smoke free • recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke	2. **Pupils learn about the effects and risks of drinking alcohol** **Pupils** • know how alcohol can affect the body • explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed • know that there are laws and guidelines related to the consumption of alcohol	2. **Pupils learn about different influences on drug use –alcohol, tobacco and nicotine products** **Pupils** • can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products • can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol • recognise that there are many influences on us at any time	2. **Pupils learn about assessing the level of risk in different situations involving drug use** **Pupils** • can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with • can identify risks within a given scenario involving drug use • understand what would need to change to reduce the level of risk
		3. **Pupils learn about the help available for people to remain smoke free or stop smoking** **Pupils** • know about some of the support and medicines that people might use to help them stop smoking • can explain what they might say or do to help someone who wants to stop smoking • understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started	3. **Pupils learn about different patterns of behaviour that are related to drug use** **Pupils** • can explain what is meant by the terms 'habit' and 'addiction' • can identify different behaviours that are related to drug use • know where they can go for help if they are concerned about someone's use of drugs	3. **Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol** **Pupils** • can describe some strategies that people can use if they feel under pressure in relation to drug use • can demonstrate some ways to respond to pressure concerning drug use • recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it	3. **Pupils learn about ways to manage risk in situations involving drug use** **Pupils** • can identify situations where drug use may occur • know some ways of reducing risk in situations involving drug use • know where to get help, advice and support regarding drug use

PSHE Progression

Drug, alcohol and tobacco education (DATE)					
Y1	Y2	Y3 Tobacco is a drug	Y4 Making choices	Y5 Different influences	Y6 Weighing up risk
	Asthma lesson for either Year 2, 3 or 4 **Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use** **Pupils** • know what asthma is and how it can affect people • can recognise the symptoms of an asthma attack • understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack				

PSHE Progression

Orange= substantive

Black = disciplinary

Keeping safe and managing risk					
Y1	Y2	Y3 **Bullying – see it, say it, stop it**	Y4 **Playing safe**	Y5 **When things go wrong**	Y6 **Keeping safe – out and about**
		1. Pupils learn to recognise bullying and how it can make people feel **Pupils** • are able to define what is meant by 'bullying' • can identify the difference between falling out with someone and bullying • understand how bullying can make people feel and why this is unacceptable	1. Pupils learn how to be safe in their computer gaming habits **Pupils** • know about the age classification system and understand why some games are not appropriate for children to play • can evaluate whether a computer game is suitable for them to play and explain why • are able to share opinions about computer games	1. Pupils learn about keeping safe online **Pupils** • understand that people can be influenced by things online • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable	1. Pupils learn about feelings of being out and about in the local area with increasing independence **Pupils** • are aware of potential risks when out and about in the local area • describe a range of feelings associated with being out and about • understand that people can make assumptions about others that might not reflect reality
		2. Pupils learn about different types of bullying and how to respond to bullying incidents **Pupils** • can name different types of bullying (including racism) • can identify the different ways bullying can happen (including online) • can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help	2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks **Pupils** • can identify and assess the level of risk of different activities in the local environment • recognise that in some situations there may pressure to behave in a way that doesn't feel safe • can identify some ways to respond to unhelpful pressure	2. Pupils learn that violence within relationships is not acceptable **Pupils** • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support	2. Pupils learn about recognising and responding to peer pressure **Pupils** • can identify risky behaviour in peer groups • recognise and respond to peer pressure and who they can ask for help • understand how people feel if they are asked to do something they are unsure about
		3. Pupils learn about what to do if they witness bullying **Pupils** • can explain how to react if they witness bullying • understand the role of bystanders and the important part they play in reducing bullying • know how and to whom to report incidents of bullying, where to get help and support	3. Pupils learn about what to do in an emergency and basic emergency first aid procedures **Pupils** • are able to assess what to do in an emergency • can carry out some simple first aid procedures for different needs • can demonstrate how to ask for help from a range of emergency services	3. Pupils learn about problems that can occur when someone goes missing from home **Pupils** • understand some of the reasons that might cause a young person to run away or be absent from home • can identify the potential risks and dangers of running away or going missing • know who to talk to if they feel like running away	3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) **Pupils** • know some of the consequences of anti-social behaviour, including the law • describe ways to resist peer pressure • recognise they have responsibility for their behaviour and actions
					Additional lesson: schools should consider including this lesson, as part of safeguarding and SRE policy development. Pupils should be taught the Year 5/6 SRE lessons before this lesson.

PSHE Progression

Keeping safe and managing risk					
Y1	Y2	Y3 **Bullying – see it, say it, stop it**	Y4 **Playing safe**	Y5 **When things go wrong**	Y6 **Keeping safe – out and about**
					4. Pupils learn about the importance for girls to be protected against FGM **Pupils** • know that FGM is a form of abuse • understand everyone has a right to be protected against harm to their bodies • know where and how someone can get help and support

PSHE Progression

Mental health and wellbeing					
Y1	Y2	Y3 **Strengths and Challenges**	Y4 *No specific unit of work for this year group. Mental health is covered in Year 4 SRE: puberty (emotions, feelings, behaviour and relationships)*	Y5 **Dealing with feelings**	Y6 **Healthy minds**
Purple= substantive Black = disciplinary		**1. Pupils learn about celebrating achievements and setting personal goals** **Pupils** • explain how it feels to be challenged, try something new or difficult • can plan the steps required to help achieve a goal or challenge • are able to celebrate their own and others' skills, strengths and attributes		**1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body** **Pupils** • are able to name and describe a wide range and intensity of emotions and feelings • understand how the same feeling can be expressed differently • recognise how emotions can be expressed appropriately in different situations	**1. Pupils learn what mental health is** **Pupils** • know that mental health is about emotions, moods and feelings - how we think, feel and behave • recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent • know that there is help, advice and support available about mental health
		2. Pupils learn about dealing with put-downs **Pupils** • explain what is meant by a put-up or put down and how this can affect people • can demonstrate a range of strategies for dealing with put-downs • recognise what is special about themselves		**2. Pupils learn about times of change and how this can make people feel** **Pupils** • identify situations when someone may feel conflicting emotions due to change • can identify ways of positively coping with times of change • recognise that change will affect everyone at some time in their life	**2. Pupils learn about what can affect mental health and some ways of dealing with this** **Pupils** • recognise what can affect a person's mental health • know some ways of dealing with stress and how people can get help and support • understand that anyone can be affected by mental ill health
		3. Pupils learn about positive ways to deal with set-backs **Pupils** • can describe how it feels when there are set-backs • know some positive ways to manage set-backs and how to ask for help or support • recognise that everyone has set-backs at times, and that these cannot always be controlled		**3. Pupils learn about the feelings associated with loss, grief and bereavement** **Pupils** • recognise that at times of loss, there is a period of grief that people go through • understand there are a range of feelings that accompany bereavement and know that these are necessary and important • know some ways of expressing feelings related to grief	**3. Pupils learn about some everyday ways to look after mental health** **Pupils** • know some everyday ways of looking after mental health • can explain why looking after mental health is as important as looking after physical health • understand that some things that support mental health will also support physical health

PSHE Progression

Green= substantive

Black = disciplinary

Physical health and wellbeing

Y1	Y2	Y3 What helps me choose?	Y4 What is important to me?	Y5 In the media	Y6
		1. Pupils learn about making healthy choices about food and drinks **Pupils** • can use the Eatwell guide to help make informed choices about what they eat and drink • can describe situations when they have to make choices about their food and drink • understand who and what influences their choices about food and drinks	**1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)** **Pupils** • can explain why a person may avoid certain foods • are able to communicate their own personal food needs • understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons	**1. Pupils learn that messages given on food adverts can be misleading** **Pupils** • know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers • can compare the health benefits of a food or drink product in comparison with an advertising campaign • identify advertising as one influence on people's choices about food and drink	
		2. Pupils learn about how branding can affect what foods people choose to buy **Pupils** • can explain why people are attracted to different brands • are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' • understand how this can affect what food people buy	**2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)** **Pupils** • can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality) • are able to talk about their views and express their opinions on factors that affect food choice • understand that consumers may have different views on the food they eat and how it is produced and farmed	**2. Pupils learn about role models** **Pupils** • are able to analyse how the media portray celebrities • recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people • can explain why we need to be cautious about things we see, hear or read about in the media	
		3. Pupils learn about keeping active and some of the challenges of this **Pupils** • are able to identify a range physical activities that help the body • are able to evaluate the levels of physical activity in different pastimes • can explain what choices they have about how to spend their free time	**3. Children learn about the importance of getting enough sleep** **Pupils** • explain the importance of sleep for health and wellbeing • know what can help people relax and sleep well • recognise the impact that too much screen time can have on a person's health and wellbeing	**3. Pupils learn about how the media can manipulate images and this may not reflect reality** **Pupils** • understand that images can be changed or manipulated by the media and how this can differ from reality • can describe how the media portrayal might affect people's feelings about themselves • accept and respect that people have bodies that are different	

PSHE Progression

Careers, financial capability and economic wellbeing					
Y1 | Y2	Y3 *No specific unit of work for this year group.*	Y4 **Saving, spending and budgeting**	Y5 **Borrowing and earning money**	Y6 *No specific unit of work for this year group.*
Orange= substantive Black = disciplinary		1. Pupils learn about what influences people's choices about spending and saving money **Pupils** • understand how manufacturers and shops persuade us to spend money • are able to recognise when people are trying to pressurise them to spend their money and how this feels • can make decisions about whether something is 'value for money'	1. Pupils learn that money can be borrowed but there are risks associated with this **Pupils** • understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) • can explain the difference between manageable and unmanageable debt and how this can make people feel • can identify where people can access reliable information and support	
		2. Pupils learn how people can keep track of their money **Pupils** • can keep simple records to keep track of their money • can ask simple questions about needs and wants - decide how to spend and save their money • know the best places people can go for help about money	2. Pupils learn about enterprise **Pupils** • can identify skills that make someone enterprising • know what is needed to plan and set up an enterprise • can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise	
		3. Pupils learn about the world of work **Pupils** • know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work • know about a number of different jobs people do • can identify the skills and attributes needed for different jobs	3. Pupils learn what influences people's decisions about careers **Pupils** • understand that money is one factor in choosing a job and that some jobs pay more than others • can debate the extent to which a person's salary is more or less important to job satisfaction • understand how people choose what job to do	

PSHE Progression

Blue = substantive

Black = disciplinary

Identity, society and equality

Y1	Y2	Y3 Celebrating difference	Y4 Democracy	Y5 Stereotypes, discrimination and prejudice (including tackling homophobia)	Y6 Human rights
		1. Pupils learn about valuing the similarities and differences between themselves and others **Pupils** • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together	1. Pupils learn about Britain as a democratic society **Pupils** • understand that Britain is a democratic society and what this means • know that there are different political parties who differ in their views • understand that people have opportunities to influence decisions by voting in elections	1. Pupils learn about stereotyping, including gender stereotyping **Pupils** • can explain what is meant by the word 'stereotype' • identify stereotypes as presented in the media and wider world • feel able to challenge gender stereotypes	1. Pupils learn about people who have moved to Islington from other places, (including the experience of refugees) **Pupils** • understand what migration means • identify the reasons why people move from one place to another • are able to empathise with the experiences and challenges moving and settling in new place might bring
		2. Pupils learn about what is meant by community **Pupils** • can explain what being part of a community means • can recognise some of the different groups or communities they belong to and their role within them • value and appreciate the diverse communities which exist and how they connect	2. Pupils learn about how laws are made **Pupils** • know how laws are made and the importance of following them • understand the contribution and influence that individuals and organisations can have on social and environmental change • recognise that laws help to keep people safe	2. Workshop from Diversity Role Models or Equalliteach *Diversity Role Models: An in-school workshop LGBT or straight ally role models who speak directly to young people about their experiences* www.diversityrolemodels.org *Equalliteach: Think! In school workshops looking at stereotypes and thinking critically about information received from the media, online, family and friends* www.equalliteach.co.uk	2. Pupils learn about human rights and the UN Convention on the Rights of the Child **Pupils** • are aware how the rights are relevant to their lives and that rights come with responsibilities • understand that individual human rights can sometimes conflict with the circumstances in a country • identify some of the organisations that represent and support the rights of the child and the difference they make
		3. Pupils learn about belonging to groups **Pupils** • can identify positive and negative aspects of being a member of a group • can acknowledge that there may be times when they don't agree with others in the group • can stand up for their own point of view against opposition	3. Pupils learn about the local council **Pupils** • understand the local council organises services under the guidance of central government • recognise there are limited resources for the needs of the community • know that people may have different views about how council money should be spent	3. Pupils learn about prejudice and discrimination and how this can make people feel **Pupils** • identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) • know what to do if they experience discriminatory language at school • understand how discriminatory language can make people feel and that this is unacceptable	3. Pupils learn about homelessness **Pupils** • can explain what make a place where someone lives a 'home' • to be able to appreciate the difficulties of being homeless or living in temporary accommodation • know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation