

PROGRESSION: 1.BEING ME IN MY WORLD (PSHE SMSC)



	YEAR 3 PLANNING	<u>YEAR 4 PLANNING</u>	<u>YEAR 5 PLANNING</u>	YEAR 6 PLANNING
T H E C H I L D R E N W I L L	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> discuss new challenges to reach a goal and how to face them with appropriate positivity 	<ul style="list-style-type: none"> explore being part of a team and how attitudes and actions affect / challenge the whole class 	<ul style="list-style-type: none"> think and plan for the year ahead, set goals set in class and beyond as well as the challenges they may face 	<ul style="list-style-type: none"> discuss their year ahead and learn to set goals and discuss their fears and worries about the future
	<ul style="list-style-type: none"> be able to set a personal goal recognise self-worth identify personal strengths 	<ul style="list-style-type: none"> recognize a challenge and the feelings that come with that 	<ul style="list-style-type: none"> be able to identify what they value most about school identify hopes for the school year 	<ul style="list-style-type: none"> know own wants and needs demonstrate attributes of a positive role-model
	<ul style="list-style-type: none"> learn about the need for rules and how these relate to rights and responsibilities 	<ul style="list-style-type: none"> learn about their school and its community, who all the different people are and what their roles are value each member of this community 	<ul style="list-style-type: none"> explore their rights and responsibilities as a member of their class, school, wider community and the country they live in 	<ul style="list-style-type: none"> learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide
	<ul style="list-style-type: none"> Understand the rules in the classroom and why we have them 	<ul style="list-style-type: none"> can make others feel valued and included 	<ul style="list-style-type: none"> demonstrate empathy for people whose lives are different from their own 	<ul style="list-style-type: none"> be able to compare their life with the lives of those less fortunate demonstrate empathy and understanding towards others (globally)
	<ul style="list-style-type: none"> discuss democracy and link this to their own School Council, what its purpose is and how it works 	<ul style="list-style-type: none"> discuss democracy and link this to their own School Council, what its purpose is and how it works how does this relate to the wider world? 	<ul style="list-style-type: none"> learn about democracy, how it benefits the school and how they can contribute towards it what are the positives and negatives of democracy? 	<ul style="list-style-type: none"> talk about and demonstrate democracy, how it benefits the school and how they can contribute towards it recognise where democracy works / does not work globally
	<ul style="list-style-type: none"> be able to make my own positive choices 	<ul style="list-style-type: none"> be able to help friends make positive choices 	<ul style="list-style-type: none"> be able to help friends make positive choices beyond my class 	<ul style="list-style-type: none"> take positive action to help others beyond the school environment
	<ul style="list-style-type: none"> work collaboratively and see things from other people's points of view 	<ul style="list-style-type: none"> learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict 	<ul style="list-style-type: none"> learn about their own behaviour and its impact on a group 	<ul style="list-style-type: none"> discuss their choices and actions and how these can have far reaching effects, locally and globally
	<ul style="list-style-type: none"> be able to work collaboratively develop compassion and empathy for others 	<ul style="list-style-type: none"> be able to take on a role in a group discussion / task and contribute to the overall outcome 	<ul style="list-style-type: none"> be able to work as part of a group, listening and contributing effectively 	<ul style="list-style-type: none"> be able to contribute towards a group task know what effective group work is

	<ul style="list-style-type: none"> learn about different feelings and the ability to recognise these feelings in themselves and others 	<ul style="list-style-type: none"> learn about considering other people's feelings 	<ul style="list-style-type: none"> learn about their own behaviour in school and how to make changes consider how their actions impact on the feelings of others and how to reflect 	<ul style="list-style-type: none"> learn about their own behaviour, how their choices can result in rewards/ consequences, how they feel about this and how they make others feel (in and beyond school)
	<ul style="list-style-type: none"> recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> know how to regulate my emotions can make others feel cared for and welcome identify the feelings associated with being included or excluded 	<ul style="list-style-type: none"> consider their own actions and the effect they have on themselves and others know how to regulate my emotions 	<ul style="list-style-type: none"> know how to regulate my emotions be able to make others feel welcomed and valued

T A U G H T K N O W L E D G E	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> Know what a personal goal is Understanding what a challenge is Understand that they are important 	<ul style="list-style-type: none"> Understand that they belong to different groups and we are all important Recognise how to deal with failure 	<ul style="list-style-type: none"> Know how to face new challenges positively Understand how to set personal goals 	<ul style="list-style-type: none"> Know how to set goals for the year ahead Understand what fears and worries are in and beyond school
	<ul style="list-style-type: none"> Know that the class / school has a shared set of values 	<ul style="list-style-type: none"> Know their place in the school community and about the different roles in the school community value each person's role 	<ul style="list-style-type: none"> Understand the rights and responsibilities associated with being a citizen in the wider community and their country 	<ul style="list-style-type: none"> Know about children's universal rights (United Nations Convention on the Rights of the Child)
	<ul style="list-style-type: none"> Know why rules are needed and how these relate to choices and consequences 	<ul style="list-style-type: none"> Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community 	<ul style="list-style-type: none"> Understand how to contribute towards the democratic process and how having a voice benefits the school and local community 	<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community and how to contribute towards the democratic process Know how this can impact on the lives of children in other parts of the world
	<ul style="list-style-type: none"> Know that others may hold different views 	<ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class 	<ul style="list-style-type: none"> Know that personal choices and views can affect others in school and locally 	<ul style="list-style-type: none"> Know that personal choices and views can affect others locally and globally
	<ul style="list-style-type: none"> Know that actions can affect others' feelings 	<ul style="list-style-type: none"> Know that their own actions affect themselves and others in school 	<ul style="list-style-type: none"> Know how an individual's behaviour can affect a group and the consequences of this (in school and beyond) 	<ul style="list-style-type: none"> Understand that their own choices result in different consequences and rewards

British Values related to: Democracy Mutual Respect Rule of Law Tolerance

9 Protected Characteristics related to: Disability Race Religion Sex