



Kingsley Primary School

PSHE Knowledge Progression Sheet

Being in My World	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how to set goals for the year ahead -Understand what fears and worries are -Know about children’s universal rights (United Nations Convention on the Rights of the Child) -Know about the lives of children in other parts of the world -Know that personal choices can affect others locally and globally -Understand that their own choices result in different consequences and rewards -Understand how democracy and having a voice benefits the school community -Understand how to contribute towards the democratic process
Disciplinary Knowledge	<ul style="list-style-type: none"> -Be able to make others feel welcomed and valued -Know own wants and needs -Be able to compare their life with the lives of those less fortunate -Demonstrate empathy and understanding towards others -Can demonstrate attributes of a positive role model -Can take positive action to help others -Be able to contribute towards a group task -Know what effective group work is -Know how to regulate my emotions
Key Vocabulary	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.



Celebrating Differences	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that there are different perceptions of 'being normal' and where these might come from -Know that being different could affect someone's life -Know that power can play a part in a bullying or conflict situation -Know that people can hold power over others individually or in a group -Know why some people choose to bully others -Know that people with disabilities can lead amazing lives -Know that difference can be a source of celebration as well as conflict
Disciplinary Knowledge	<ul style="list-style-type: none"> -Empathise with people who are different and be aware of my own feelings towards them -Identify feelings associated with being excluded -Be able to recognise when someone is exerting power negatively in a relationship -Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict -Identify different feelings of the bully, bullied and bystanders in a bullying scenario -Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens -Appreciate people for who they are -Show empathy
Key Vocabulary	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.</p>



Dreams and Goals	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know their own learning strengths -Know how to set realistic and challenging goals -Know what the learning steps are they need to take to achieve their goal -Know a variety of problems that the world is facing -Know how to work with other people to make the world a better place -Know some ways in which they could work with others to make the world a better place -Know what their classmates like and admire about them
Disciplinary Knowledge	<ul style="list-style-type: none"> -Understand why it is important to stretch the boundaries of their current learning -Set success criteria so that they know when they have achieved their goal -Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances -Empathise with people who are suffering or living in difficult situations -Be able to give praise and compliments to other people when they recognise that person's achievements
Key Vocabulary	<p>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p>



Healthy Me	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how to take responsibility for their own health -Know how to make choices that benefit their own health and well-being -Know about different types of drugs and their uses -Know how these different types of drugs can affect people's bodies, especially their liver and heart -Know that some people can be exploited and made to do things that are against the law -Know why some people join gangs and the risk that this can involve -Know what it means to be emotionally well -Know that stress can be triggered by a range of things -Know that being stressed can cause drug and alcohol misuse
Disciplinary Knowledge	<ul style="list-style-type: none"> -Are motivated to care for their own physical and emotional health -Are motivated to find ways to be happy and cope with life's situations without using drugs -Identify ways that someone who is being exploited could help themselves -Suggest strategies someone could use to avoid being pressured -Recognise that people have different attitudes towards mental health / illness -Can use different strategies to manage stress and pressure
Key Vocabulary	<p>Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p>



Relationships	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know that it is important to take care of their own mental health -Know ways that they can take care of their own mental health -Know the stages of grief and that there are different types of loss that cause people to grieve -Know that sometimes people can try to gain power or control them -Know some of the dangers of being 'online' -Know how to use technology safely and positively to communicate with their friends and family
Disciplinary Knowledge	<ul style="list-style-type: none"> -Recognise that people can get problems with their mental health and that it is nothing to be ashamed of -Can help themselves and others when worried about a mental health problem -Recognise when they are feeling grief and have strategies to manage them -Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control -Can resist pressure to do something online that might hurt themselves or others -Can take responsibility for their own safety and well-being
Key Vocabulary	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.</p>



Changing Me	
Year 6	
Substantive Knowledge	<ul style="list-style-type: none"> -Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. -Know how a baby develops from conception through the nine months of pregnancy and how it is born. -Know how being physically attracted to someone changes the nature of the relationship. -Know the importance of self-esteem and what they can do to develop it. -Know what they are looking forward to and what they are worried about when thinking about transition to secondary school.
Disciplinary Knowledge	<ul style="list-style-type: none"> -Recognise ways they can develop their own self-esteem. -Can express how they feel about the changes that will happen to them during puberty. -Recognise how they feel when they reflect on the development and birth of a baby. -Understand that mutual respect is essential in a relationship and they shouldn't feel pressured. -Can celebrate what they like about their own and others' self and body-image. -Use strategies to prepare themselves emotionally for the transition to secondary school.
Key Vocabulary	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement</p>

