



**CURRICULUM PROGRESSION GRID: PERSONAL, SOCIAL & HEALTH EDUCATION**

**UPPER KEY STAGE 2**

Health and Wellbeing	Relationships	Living in the Wider World
<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-what is meant by a healthy lifestyle</li> <li>-how to maintain physical, mental and emotional health and wellbeing</li> <li>-how to manage risks to physical and emotional health and wellbeing</li> <li>-ways of keeping physically and emotionally safe</li> <li>-about managing change, including puberty, transition and loss</li> <li>-how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>-how to respond in an emergency</li> <li>-to identify different influences on health and wellbeing</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>-how to recognise and manage emotions within a range of relationships</li> <li>-how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>-how to respond to risky or negative relationships and ask for help</li> <li>-how to respect equality and diversity in relationships.</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-about respect for self and others and the importance of responsible behaviours and actions</li> <li>-about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>-about different groups and communities</li> <li>-to respect equality and to be a productive member of a diverse community</li> <li>-about the importance of respecting and protecting the environment</li> <li>-about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>-how money plays an important part in people's lives</li> <li>-a basic understanding of enterprise.</li> </ul>
<b>Autumn 1 &amp; 2</b>	<b>Spring 1 &amp; 2</b>	<b>Summer 1 &amp; 2</b>
<p><b>Builds on LKS2</b></p> <ul style="list-style-type: none"> <li>-Children can make choices about how to develop healthy Lifestyles.</li> <li>-They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them.</li> </ul>	<p><b>Builds on LKS2</b></p> <ul style="list-style-type: none"> <li>-Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.</li> <li>-They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.</li> </ul>	<p><b>Builds on LKS2</b></p> <ul style="list-style-type: none"> <li>-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. They can show how they care for the environment (e.g. animals and school grounds)</li> <li>-They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</li> </ul>
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.</li> <li>-They can make judgements and decisions and can</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</li> <li>-They can describe some of the different beliefs and values in society, and can demonstrate</li> </ul>

<p>list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They 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><b>Extended Write</b>  <b>write an advice leaflet/poster about keeping healthy</b>  <b>Write a story about a character's different feelings</b></p>	<p>a positive way.          -They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.</p> <p><b>Extended Write</b>  <b>write about their family and people special to them.</b>  <b>A letter to a bully/from someone being bullied</b></p>	<p>respect and tolerance towards people different from themselves.</p> <p><b>Extended Write</b>  <b>Write about what they want to be when they are older.</b></p>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Healthy, unhealthy, fat, sugar, protein, carbohydrate, dairy, active, exercise, sleep, rest, relax, hygiene, bacteria, virus, germs, teeth, dentist, brush, oral hygiene, medicine, vaccination, habits, positive, negative, allergic, sun, sunburn,</li> <li>• mental health, feelings, happy, angry, upset, sad, disappointed, proud, lonely, worried, nervous, excited, mood, loss, change, identity, self-worth,</li> <li>• ethnicity, gender, faith, special, unique, like, dislike, body parts - penis, vagina, ovary, womb, testicles, puberty, reproduction, birth, conceive,</li> <li>• grow, age restriction, risk, danger, safe, hazard, harm, unsafe, first aid, doctor, police, paramedic, accident, emergency, female genital mutilation (FGM), drugs, nicotine, alcohol, illegal, legal,</li> <li>• <b>Online, internet, behaviour, safe, unsafe, trusted adult, bully, bullying</b></li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Relationship, attracted to , same sex, gender identity, sexual orientation, marriage, civil partnership, commitment,</li> <li>• friends, relatives, care for, family, mum, dad, step mum, step dad, sister, brother, auntie, uncle, grandad, grandma, respect, peer influence, trusted adult,</li> <li>• lonely, argument, bullying, bully, harassment, discrimination, teasing, name-calling,</li> <li>• private, privacy, permission, secret, confidential, kind, unkind, polite, manners, respect, same, different, debate, point of view, agree/disagree</li> <li>• <b>Online, internet, behaviour, safe, unsafe, trusted adult, bully, bullying</b></li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Rules, laws, human rights, compassion, needs, responsibility, environment, reduce, reuse, recycle,</li> <li>• diversity, group, community, same as, different, stereotype, prejudice, discriminate</li> <li>• money, save, spend, need, want, earn, gambling, job, career, interest, loan, debt, and tax, democracy</li> <li>• <b>Online, internet, behaviour, safe, unsafe, trusted adult, bully, bullying, reliable,</b></li> </ul>