

**PROGRESSION OF ESSENTIAL SKILLS POLICY 2019**



**PSHE - KEY STAGE 1**

<b>Area of Understanding</b>	<b>End of Year 1 Expectations</b>	<b>Linked Ivanhoe Learning Behaviours</b>
<b>Confidence and Responsibility</b>	Take part in group play or conversations, recognising what they like/dislike. Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up.	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Pride</li> </ul>
<b>Views and Opinions</b>	Begin to give simple reasons for their own views/opinions.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Health and Hygiene</b>	Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases.	<ul style="list-style-type: none"> <li>• Pride</li> <li>• Independence</li> </ul>
<b>Relationships and Respect</b>	Explain different ways that family and friends should care for one another. Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Personal Safety</b>	Identify some hazards in the home, such as cleaning products and medicines. Describe ways of keeping safe in familiar situations. Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt.	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Respect</li> <li>• Pride</li> </ul>
<b>Emotional Well Being</b>	Describe things that make them feel happy and things that make them feel sad.	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Determination</li> </ul>
<b>Collaboration</b>	Play and learn collaboratively in a small group. Recognise when someone makes them, or others, feel sad or hurt. Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Diversity</b>	Describe how they are the same as, or different to, a friend or family member. Show an awareness of how needs change as they grow from young to old.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Citizenship</b>	Suggest how they could make a positive contribution to their class, school or community. Explain how they belong to various groups and communities and contribute to the development of class and group rules.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Financial Understanding</b>	Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'.	<ul style="list-style-type: none"> <li>• Independence</li> </ul>
<b>Relationships and Feelings</b>	Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities.	<ul style="list-style-type: none"> <li>• Respect</li> </ul>
<b>Goals</b>	Talk about their gifts and talents. Identify a simple goal for themselves.	<ul style="list-style-type: none"> <li>• Determination</li> <li>• Resilience</li> </ul>
<b>Key Vocabulary (In addition to Programme of Study) - conversation, independence, responsibility, view/opinion, hygiene, hazards, secrets/surprises, feelings, acceptable/unacceptable, difference, change, contribution, spend, save, gift/talent.</b>		

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PSHE - KEY STAGE 1

Area of Understanding	End of Year 2 Expectations	Linked Ivanhoe Learning Behaviours
<b>Confidence and Responsibility</b>	Recognise what is fair/unfair, right/wrong, kind/unkind and utilise this in planning and deciding. Recognise that all living things have needs and we share a responsibility to meet them.	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Pride</li> </ul>
<b>Views and Opinions</b>	Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Health and Hygiene</b>	Explain why exercise and rest contribute to a healthy lifestyle. Recognise what they like and don't like and how choices have effects on health (e.g. brushing their teeth).	<ul style="list-style-type: none"> <li>• Pride</li> <li>• Independence</li> </ul>
<b>Relationships and Respect</b>	Explain how their actions have consequences for themselves and others. Identify people who look after them. Identify who to go to if they are worried and how to attract their attention.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Personal Safety</b>	Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers. Suggest ways to avoid dangerous situations and be aware that they should not keep adults' secrets.	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Respect</li> <li>• Pride</li> </ul>
<b>Emotional Well Being</b>	Explain how they like to rest and relax, knowing that this contributes to their own well-being. Explain how they share the responsibility for keeping themselves and others safe. Communicate and respond to their own and others' feelings.	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Determination</li> </ul>
<b>Collaboration</b>	Explain what it means to be a good friend. Play and learn co-operatively, developing strategies to solve simple arguments through negotiation.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Diversity</b>	Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic backgrounds.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Citizenship</b>	Identify and describe characteristics that make a good citizen. Identify how their local environment can be harmed and improved.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Financial Understanding</b>	Demonstrate a realistic idea of how much everyday items cost and begin to demonstrate how to manage their money.	<ul style="list-style-type: none"> <li>• Independence</li> </ul>
<b>Relationships and Feelings</b>	Manage feelings in a positive and effective way. Learn about loss, change and the feelings involved in those situations.	<ul style="list-style-type: none"> <li>• Respect</li> </ul>
<b>Goals</b>	Talk about things they are good at and things that they find difficult. Identify a simple goal and talk about how they could achieve it. Support others, giving constructive feedback.	<ul style="list-style-type: none"> <li>• Determination</li> <li>• Resilience</li> </ul>
<b>Key Vocabulary (In addition to Programme of Study) – fair/unfair, right/wrong, evidence, information, choice, consequences, situation, well-being, negotiate, similarities/differences, ethnicity, positive, citizen, realistic, feedback.</b>		

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**PSHE - LOWER KEY STAGE 2**

Area of Understanding	End of Year 3 Expectations	Linked Ivanhoe Learning Behaviours
<b>Confidence and Responsibility</b>	Make positive comments about themselves and others. Listen actively and show empathy	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Pride</li> </ul>
<b>Views and Opinions</b>	Present their views and opinions with some explanation, beginning to formulate questions.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Health and Hygiene</b>	Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread.	<ul style="list-style-type: none"> <li>• Pride</li> <li>• Independence</li> </ul>
<b>Relationships and Respect</b>	Identify different types of relationship (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring). Judge what kind of contact is acceptable and how to respond.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Personal Safety</b>	Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being. Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Respect</li> <li>• Pride</li> </ul>
<b>Emotional Well Being</b>	Describe situations that they find stressful and explain some ways that they can make these better, through positive thinking and talking them through with others.	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Determination</li> </ul>
<b>Collaboration</b>	Work collaboratively towards shared goals. Describe what bullying is and what to do if they are feeling bullied.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Diversity</b>	Demonstrate sensitivity and understanding of people with different values, customs and cultures.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Citizenship</b>	Explain the school rules and basic emergency procedures. Ask and answer questions, giving a view on a local (or world) issue.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Financial Understanding</b>	Describe different ways people earn and manage money and their personal finances, including how to budget.	<ul style="list-style-type: none"> <li>• Independence</li> </ul>
<b>Relationships and Feelings</b>	Describe how 'family' can mean different things to different people.	<ul style="list-style-type: none"> <li>• Respect</li> </ul>
<b>Goals</b>	Recognise things they are good at and identify simple goals. Respond to the need for positive affirmation for self and others	<ul style="list-style-type: none"> <li>• Determination</li> <li>• Resilience</li> </ul>
<p><b>Key Vocabulary (In addition to Programme of Study) – empathy, lifestyle, bacteria/virus, relationship, contact, resistance, peer pressure, positive and negative thinking, collaboration, bullying, sensitivity/understanding, customs, cultures, personal finance, budget.</b></p>		

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**PSHE - LOWER KEY STAGE 2**

<b>Area of Understanding</b>	<b>End of Year 4 Expectations</b>	<b>Linked Ivanhoe Learning Behaviours</b>
<b>Confidence and Responsibility</b>	Identify positive ways to face new challenges, applying knowledge creatively.	<ul style="list-style-type: none"> <li>• <b>Independence</b></li> <li>• <b>Pride</b></li> </ul>
<b>Views and Opinions</b>	Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint.	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Curiosity</b></li> </ul>
<b>Health and Hygiene</b>	Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).	<ul style="list-style-type: none"> <li>• <b>Pride</b></li> <li>• <b>Independence</b></li> </ul>
<b>Relationships and Respect</b>	Recognise that their actions affect themselves and others. Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms.	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Independence</b></li> </ul>
<b>Personal Safety</b>	Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous. Develop their understanding of online safety, including the protection of personal details.	<ul style="list-style-type: none"> <li>• <b>Independence</b></li> <li>• <b>Respect</b></li> <li>• <b>Pride</b></li> </ul>
<b>Emotional Well Being</b>	Recognise strong emotions and identify ways of self-regulating them positively. Explain how things can be misinterpreted or misrepresented.	<ul style="list-style-type: none"> <li>• <b>Resilience</b></li> <li>• <b>Determination</b></li> </ul>
<b>Collaboration</b>	List different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues.	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Independence</b></li> </ul>
<b>Diversity</b>	Explain the words 'discrimination' and 'stereotype' and give examples of both.	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Curiosity</b></li> </ul>
<b>Citizenship</b>	Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. Recognise the role of voluntary and community groups.	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Curiosity</b></li> </ul>
<b>Financial Understanding</b>	List several ways of saving money, including those linked with banks and building societies. Discuss how to make money and show enterprise.	<ul style="list-style-type: none"> <li>• <b>Independence</b></li> </ul>
<b>Relationships and Feelings</b>	Describe different types of care and love extending their vocabulary and understanding of different emotions.	<ul style="list-style-type: none"> <li>• <b>Respect</b></li> </ul>
<b>Goals</b>	Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.	<ul style="list-style-type: none"> <li>• <b>Determination</b></li> <li>• <b>Resilience</b></li> </ul>
<b>Key Vocabulary (In addition to Programme of Study) – challenge, viewpoint, emotions (health and well-being), actions, stereotype, aggression, evaluate, personal lifestyle, protection, misinterpretation, discrimination, global warming, poverty, fair trade, voluntary, community, enterprise, relationship, achievements.</b>		

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PSHE - UPPER KEY STAGE 2

Area of Understanding	End of Year 5 Expectations	Linked Ivanhoe Learning Behaviours
<b>Confidence and Responsibility</b>	Show responsibility in managing daily tasks and learning, individually and in a team. Review their progress against objectives and when making decisions.	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Pride</li> </ul>
<b>Views and Opinions</b>	Talk and write about their own opinions and begin to explain their views on some issues (e.g. issues affecting their own life/environment such as school uniform), seeing and respecting others' viewpoints.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Health and Hygiene</b>	Make informed choices to maintain their health and well-being, and explain reasons for these choices.	<ul style="list-style-type: none"> <li>• Pride</li> <li>• Independence</li> </ul>
<b>Relationships and Respect</b>	Demonstrate respect and tolerance towards people different from themselves. Recognise that images and media portrayal are not always an accurate reflection of reality and can impact on people's feelings.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Personal Safety</b>	Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong.	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Respect</li> <li>• Pride</li> </ul>
<b>Emotional Well Being</b>	Explain the benefits of being emotionally, physically and mentally healthy and discuss what can affect this, including the media.	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Determination</li> </ul>
<b>Collaboration</b>	Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion. Talk about how to resolve conflict, using the strategies of compromise and negotiation.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Diversity</b>	Explain the words 'culture', 'stereotype' and 'racism' and give examples of all. Discuss 'protected characteristics' in the Equality Act 2010 or revised versions.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Citizenship</b>	Critically enquire about citizenship issues and give an opinion on them. Explain how rules and laws protect them and others in a variety of situations and how they can play a part in developing or changing rules. Explain what the word 'democracy' means, showing an awareness that there are local and national groups to support it.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Financial Understanding</b>	Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as Fair Trade. Explain how the allocation and use of resources can affect individuals and communities.	<ul style="list-style-type: none"> <li>• Independence</li> </ul>
<b>Relationships and Feelings</b>	Describe different types of care and love extending their vocabulary and understanding of different emotions.	<ul style="list-style-type: none"> <li>• Respect</li> </ul>
<b>Goals</b>	Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals.	<ul style="list-style-type: none"> <li>• Determination</li> <li>• Resilience</li> </ul>

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**Key Vocabulary (In addition to Programme of Study) – progress, objective, respect, informed choice, tolerance, reflection, independence, resistance, emotional, mental and physical health, persuasion, coercion, conflict, strategy, compromise, negotiation, culture, equality, law, democracy, ethical, consumer, personal, academic, perseverance, resilience.**

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PSHE - UPPER KEY STAGE 2

Area of Understanding	End of Year 6 Expectations	Linked Ivanhoe Learning Behaviours
<b>Confidence and Responsibility</b>	Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth. Take responsibility for a range of tasks, in a range of scenarios, with growing independence.	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Pride</li> </ul>
<b>Views and Opinions</b>	Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Health and Hygiene</b>	Understand the changes involved in puberty and about human reproduction. State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term 'habit' and how habits can affect health and lifestyle.	<ul style="list-style-type: none"> <li>• Pride</li> <li>• Independence</li> </ul>
<b>Relationships and Respect</b>	Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves. Explore how information is presented differently in the media and online.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Personal Safety</b>	Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs), understanding there are different levels of risk, including when a 'secret' should be shared.	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Respect</li> <li>• Pride</li> </ul>
<b>Emotional Well Being</b>	Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them. Respond appropriately to a wide range of feelings and emotions in themselves and others	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Determination</li> </ul>
<b>Collaboration</b>	Give quality, constructive feedback and support to benefit themselves and others when working collaboratively. Consider reasons why someone may want to bully another person and suggest ways to support them.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Independence</li> </ul>
<b>Diversity</b>	Describe how different types of rights need to be protected, supported and balanced.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Citizenship</b>	Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion. Explain how they can make a positive contribution to society, now and in the future.	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Curiosity</li> </ul>
<b>Financial Understanding</b>	Talk about a range of jobs, and explain how they will develop skills to work in the future. Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'.	<ul style="list-style-type: none"> <li>• Independence</li> </ul>
<b>Relationships and Feelings</b>	Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.	<ul style="list-style-type: none"> <li>• Respect</li> </ul>
<b>Goals</b>	Identify positive things about themselves and their achievements; seeing their mistakes, making amends and setting personal goals. Develop self-organising and time management skills.	<ul style="list-style-type: none"> <li>• Determination</li> <li>• Resilience</li> </ul>

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**Key Vocabulary (In addition to Programme of Study) – reflect, evaluate, worth, scenario, society, justify, conclude, evidence, puberty, reproduction, legal, illegal, habit, beliefs, values, risk, predict, assess, constructive feedback, collaboration, rights, balance, support, protect, controversy, emotive, argument, job/occupation, savings, income, debt, tax, transition, loss, divorce, separation, bereavement, self - organising, time management.**

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**Spiritual, Moral, Social and Cultural (SMSC) and Fundamental British Values (FBV)**

In line with the Department for Education and OFSTED, the following SMSC and FBV elements will be covered through PSHE and cross curricular delivery (Cornerstones as supporting scheme of work) through a variety of activities.

SMSC Aspect	Skill	FBV Covered through skill			
		Democracy	Rule of Law	Individual Liberty	Tolerance and Respect
<b>Social</b>	Reflect in their beliefs, religious or otherwise, that inform their perspective on life, and their interest in and respect for different people's faiths, feelings or values.	✓		✓	✓
	Sense enjoyment or fascination when learning about themselves, others or the world around them.			✓	✓
	Use imagination and creativity in their learning.			✓	
	Reflect willingly on their experiences.	✓		✓	
<b>Moral</b>	Recognise the difference between right and wrong and readily apply this understanding in their lives.	✓	✓	✓	✓
	Understand legal boundaries, and in doing so, respect the civil and criminal law of England.		✓		

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	Understand the consequences of their behaviour and actions.		✓	✓	✓
	Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.	✓		✓	✓
	Know about and respect the public institutions and services in England.	✓	✓		
	Develop an acceptance of other people, understanding the importance of identifying and combatting discrimination.		✓	✓	✓
<b>Social</b>	Use a range of social skills in different contexts.	✓		✓	✓
	Participate in a variety of communities and social settings.				✓
	Co-operate well with others and be able to resolve conflicts effectively.	✓	✓		✓
	Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.		✓		
<b>Cultural</b>	Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.		✓		✓
	Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.			✓	✓
	Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	✓	✓		

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	Participate and respond positively to artistic, musical, sporting and cultural opportunities.			✓	✓
	Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.			✓	✓