

Progression in PSHE

at Aston St. Mary's School

Relationships

PSHE at Aston St. Mary's School

PSHE at Aston St Mary's is split into three core themes:

1. Relationships
2. Health and Wellbeing
3. Living in the Wider World

This document outlines the progression within the Relationships strand from Early Years up to Year 6. Within Relationships, four main units are studied: Be Yourself, Digital Wellbeing, TEAM, and VIPs. The units are revisited so that pupils develop a greater depth of understanding as they develop their relationships with the wider world. Evidence of pupil's learning is collected in class portfolios but, more importantly, is evident in the pupils themselves.

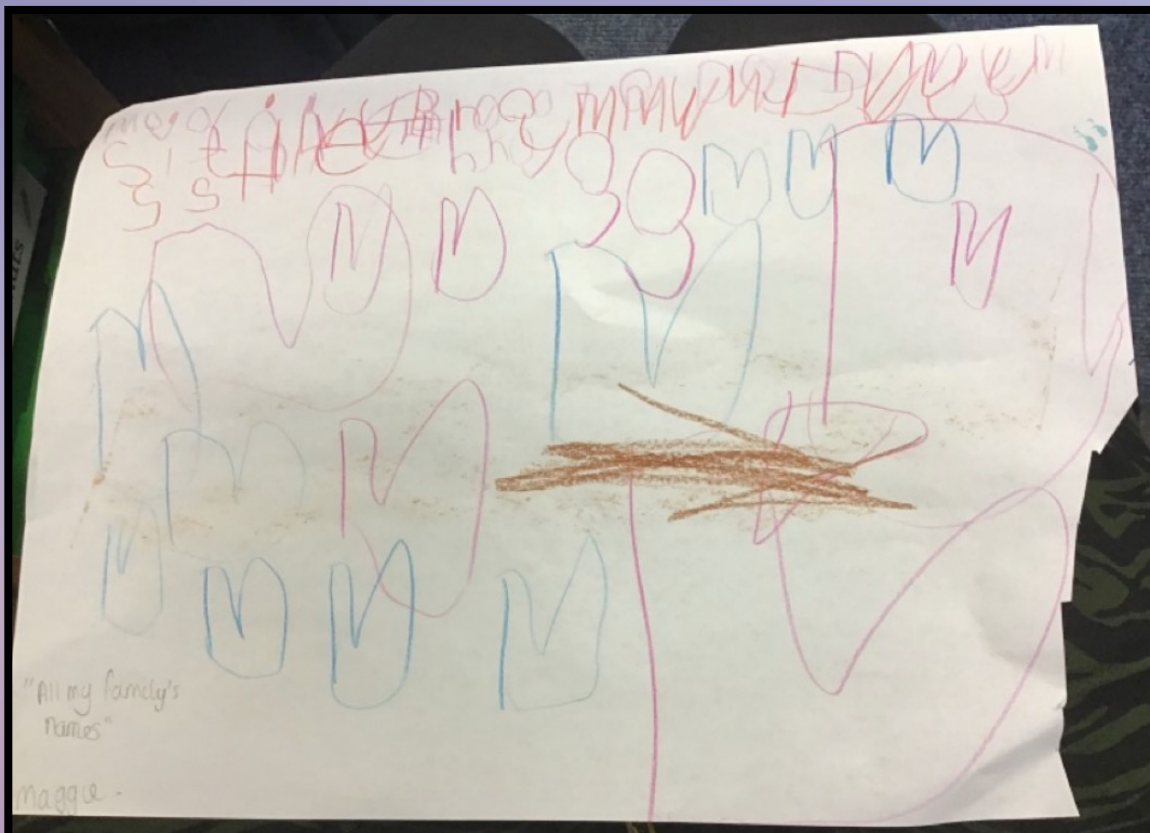
Shackadell

Early Years

PSHE is an integral and important part of our curriculum at Aston St. Mary's School. Our aim is to provide a programme of learning through which pupils can acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It enables them to develop their unique character and the qualities and attributes needed to thrive as individuals and members of their families, school and society. In Shackadell class, adult-led PSHE activities are taught through many exciting and interesting ways. These are both adult-led, as well as through our planned continuous provision enhancements.

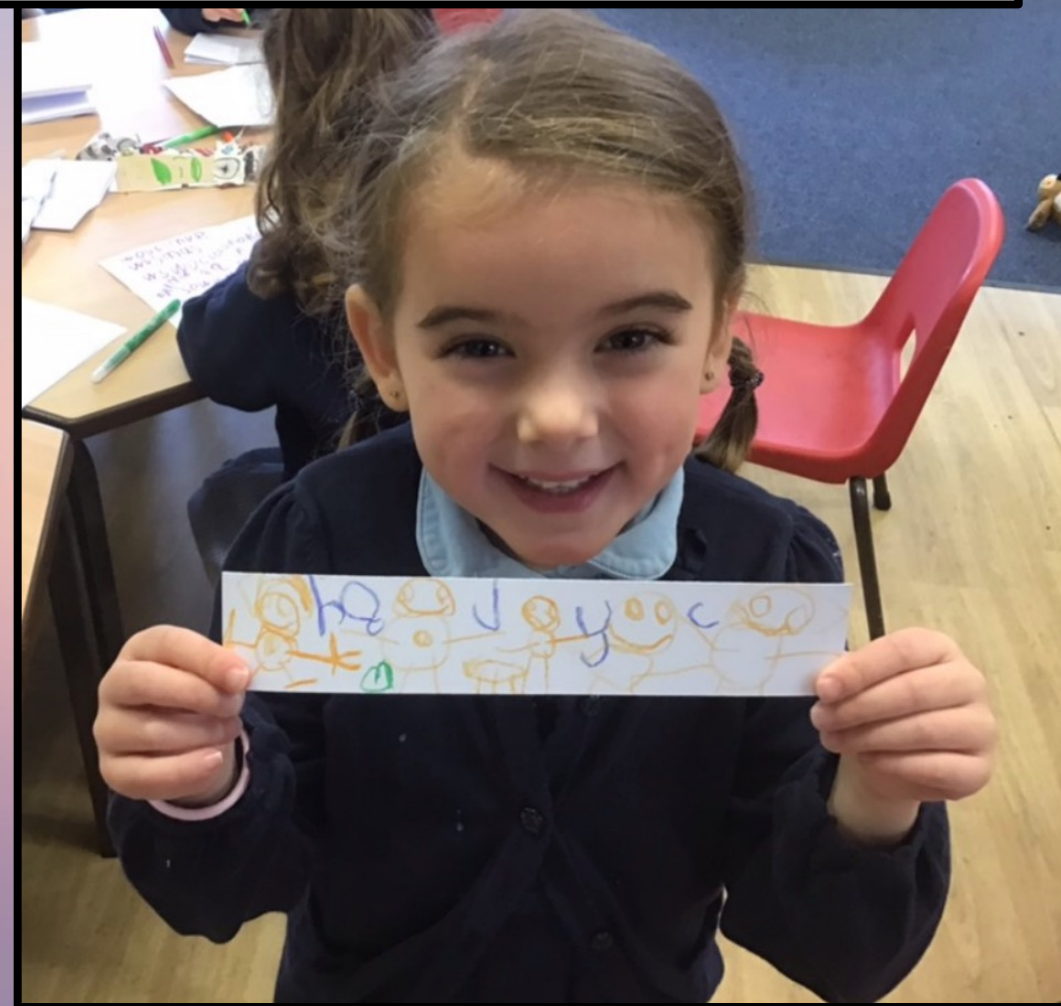


Two pupils are trying to get a ball out of the tree using one of the poles. They climb up the ladder to get a bit higher but still do not succeed. I suggest that we combine two of the poles together to make it longer. One child goes in to get some Sellotape. I then model how to use the tape to combine the two poles. They try to reach it but cannot. The boys realise they need to be a bit taller, so the other child climbed up the ladder with the pole and he's able to knock the ball free! Brilliant problem-solving and teamwork well done boys!



A child has drawn a picture and written some letters at the bottom of the page that she knows. I ask her what it says at the bottom and she says "it's all my families names".

During Child Initiated Learning, a child is busy drawing. She has chosen a long thin piece of card. She shows me her drawing and explains that she has drawn her family.



Shackadell
Early Years


Peartree

Year 1/2

Pupils have been learning about 'Being Yourself'. This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable pupils to recognise their positive qualities and appreciate their individuality. In Peartree, pupils are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience.

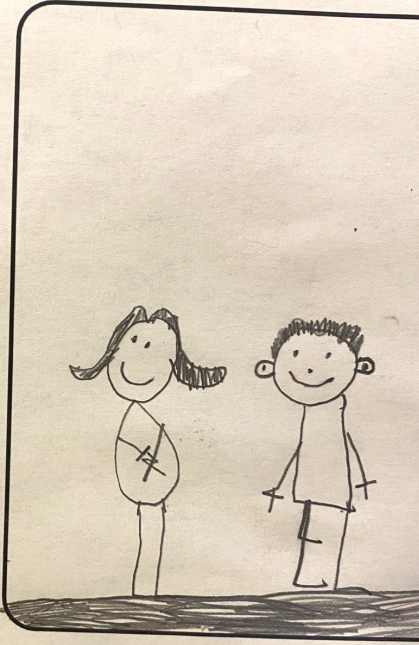
How we feel on the inside can be seen on the outside. Choose one of the feelings below and draw a picture of a time you felt that way.

happy sad angry worried excited nervous lonely



happy

I am
feeling
really really
worried
because
I am
going onto
a stage
and
performance
a show
in front of
48 people
people.



Remember, when things change
to share your feelings

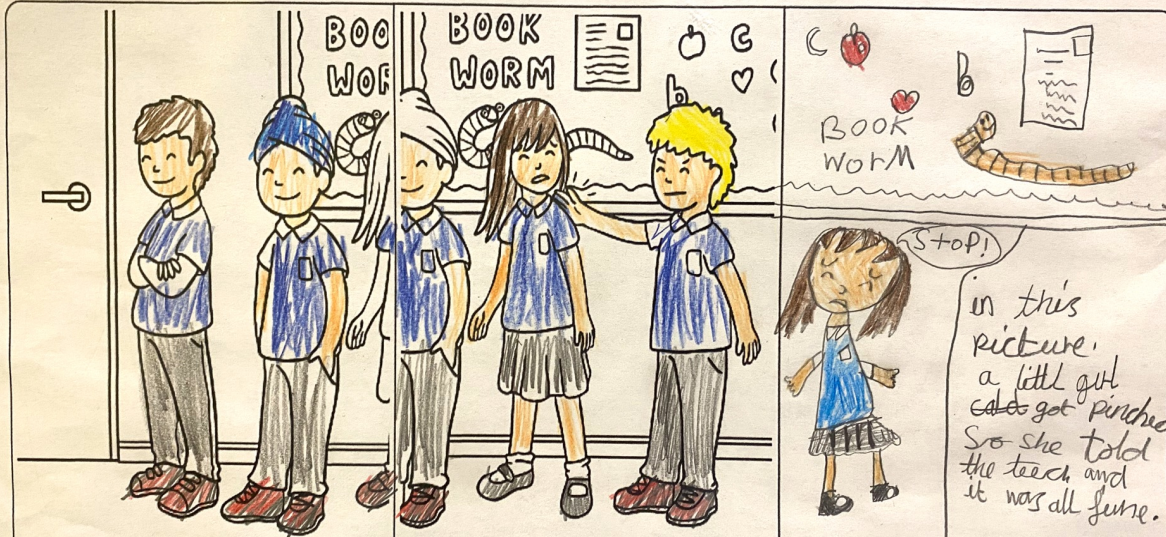
Why is it important to be kind to ourselves?

What makes us special?

We talked about ourselves and shared with each other

Something we liked and something we are good at.

We also gave each other compliments and said how it made us feel to give and receive them.



The children are waiting in line.

One child hits one of the others.

What happens next?
Draw your own picture here.

My favourite foods are...



Pizza ^{with} McDonald's ^{and} noodles
fries fingers KFC ice cream
chicken

In school, the things I enjoy most are...



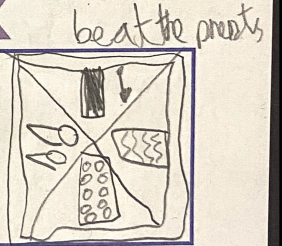
lunery and golden time



At home, I like to...



family games



I am good at...



doing jobs



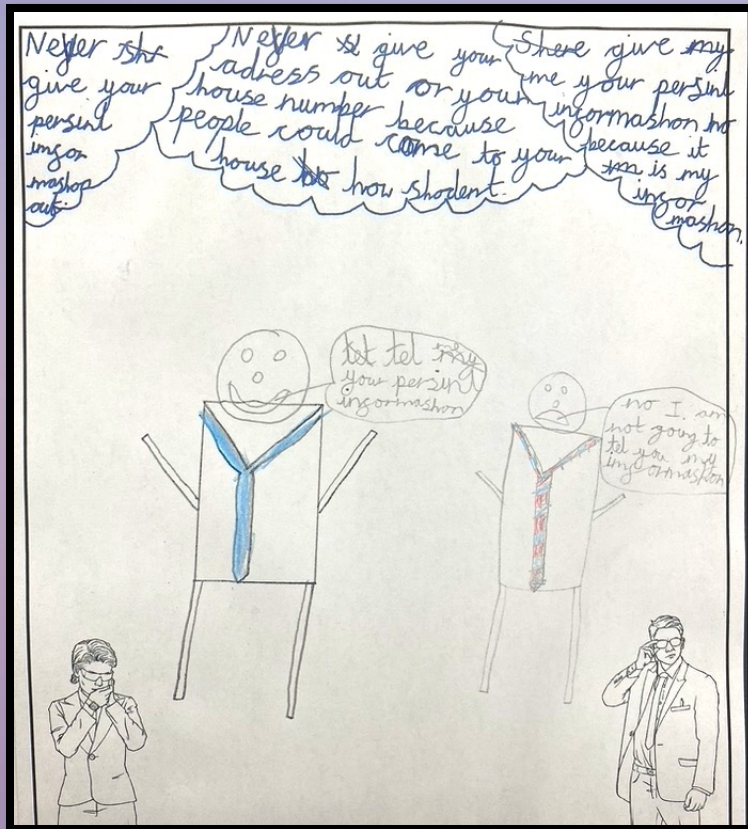
Peartree

Year 1/2

Haffydown

Year 2/3

This unit is designed to encourage children to consider how we can use the internet in a safe and responsible way. Children discuss how the internet can be useful in our everyday lives and how we can balance time online with doing other activities to keep our mind and body healthy. Children will consider what risks there are online and how we can make sure we stay safe, including how important it is to not share any personal information over the Internet. This unit will also explore the importance of communicating online in a way that shows kindness and respect and discuss whether or not we can believe everything we see on the Internet. Learning about digital wellbeing from this unit is then revisited and built upon in Puddlebridge and Danes.



You play a puzzle game online and always speak to an online friend while you play. You do not know each other and have never met face-to-face but you have spoken online for two years. Your receive this message:

How would you respond?

Remember, be aware, communicate safely and get help.

I think it is a bad idea because you don't know who they are.

I was thinking it would be really nice to meet up in person. What do you think?

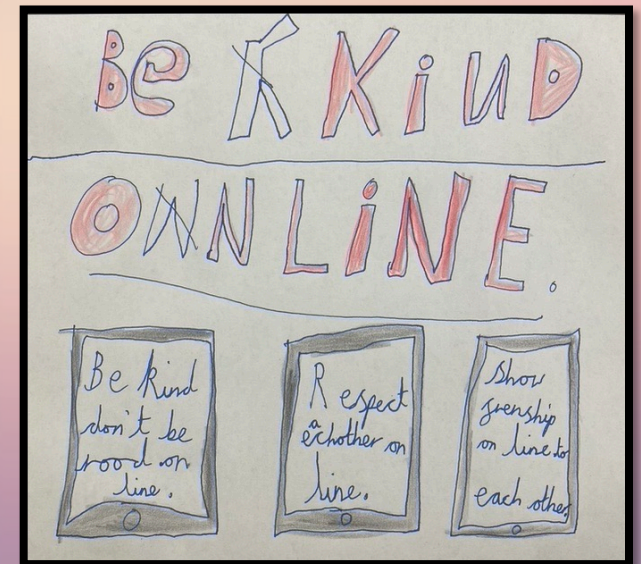
You play a puzzle game online and always speak to an online friend while you play. You do not know each other and have never met face-to-face but you have spoken online for two years. Your receive this message:

How would you respond?

Remember, be aware, communicate safely and get help.

No because my mum won't let me or because I don't talk to strangers. I can't because we haven't met face to face we can meet after we have done that. I am so sorry.

I was thinking it would be really nice to meet up in person. What do you think?



Puddlebridge

Year 4/5

This unit builds on the learning carried out in Peartree (Year 1/2) so is also inspired by the idea that we are all individuals and that it is important to 'be yourself'. It continues to encourage pupils to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality as they grow up. In this unit, pupils focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. Pupils will be reminded of how to be confident and how to manage uncomfortable feelings in situations that are relevant to their age.

Uncomfortable Feeling	Situations That Might Result in This Feeling
Angry	Being hit and hitting back so the teachers think it is you.
misneble	Being kidnapped and taken away from your home.
distgusted	Someone looking at at a ugly object that looks looks and acts bad.
aroyed	When your older sibling takes the x playstation 4 or 5 from you.
gloomy	been told off for something wrong.
unhappy	getting beaten in your favour game.

LQ: What does it mean to be an individual and why is this a good thing?

I am kind, sunny loving

I am thoughtful

I have 80wings or bedwars

I am cool

I love good

Support someone

I don't get sick or holidays

I take shows, take strange things and come out

Since I am older

I enjoy

I love gymnastics

I love new shoes.

I gently love singing

I happen for all the jewelry I have.

my favourite food is chicken pasta.

I enjoy dance

I adore adboards I think these so cute!

Q: What situations might make us feel nervous or shy? How can we feel and act more confident in these situations?

The next time I am faced with a setback, I am going to ~~to~~ ~~with~~ ~~and~~ ~~it~~ ~~and~~ ~~do~~ ~~something~~ ~~else~~ ~~so~~ I don't get angry.

The next time I am faced with a setback, I am going to ~~to~~ ~~with~~ ~~and~~ ~~something~~ ~~else~~ ~~so~~ I don't get angry.
Willow

The next time I am faced with a setback I am going to do something about it and focus on the positive.

The next time I am faced with a setback I am going to be positive or tell someone.

Next time I am faced with a setback, I am going to think positive and believe in my-self and always take one step out of my comfort-zone! :)

The next I am faced with a setback, I am going to get people to try and help me.

The next time I am faced with a setback I am going to try again and put more effort into it.

The next time I am faced with a setback, I'm going to build more trust into me and try again.

The next I am faced with a setback I am going to be confident and undo my mistake so I can accomplish my mission.

The next time I have to face a setback I'm going to be positive + ~~more~~

The next time I am faced with a setback I am ~~to~~ ~~with~~ ~~and~~ ~~do~~ ~~something~~ ~~else~~ ~~so~~ I enjoy the process.

Even if something goes wrong it always right to try again. Never believe in ~~if~~ someone says your so bad. don't trust them, be you and never change ~~always~~ ~~keep~~ ~~trying~~.

I will overcome my fears and never let setback get ~~to~~ ~~me~~

The next time I am faced with a ~~big~~ setback I will be brave and don't cry and talk to my parents.

I will stop and try again and be more positive in myself. I also get a adult to help me.

Next time I am faced with a setback, I am going to think positive and believe in my-self and always take one step out of my comfort-zone! :)

The next time I am faced with a setback I am going to do something about it and focus on the positive.

Danes

Year 5/6

This unit is inspired by the idea that it is important to understand and have digital wellbeing and builds on the learning covered in Haffydown (Year 2/3). Pupils will consider ways they can use the Internet positively and how they can look after their wellbeing while being online. Pupils will learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help. They will also learn about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help. The benefits and risk of social media will also be explored, as well as how social media can be used responsibly.

What do we use the internet for?

- Games
- Videos and Films
- Find information
- Shopping
- Communication
- Bookings e.g holidays
- Reading books
- Social media
- Listening to music
- Banking

What are the benefits of the internet?

How to help my digital life:

If we only use the internet for activities - for less than an hour - we will save up lots of energy.

Positive communication

- Robbing the bank
- Resolving information that isn't true
- Watching programs that are not age-appropriate

Active homework

TTRS

shopping banking

TOP TIPS FOR DIGITAL WELLBEING

- Make sure you don't spend too much time on devices
- Treat people with respect on devices
- Have fun but watch things appropriate

Top tips for digital wellbeing

- Digital wellbeing is about balance. Digital technology can help us learn and grow in many ways but too much of it can harm our own wellbeing.
- Make sure we don't spend too long watching television and using computers, phones, tablets and gaming devices each day or each week.
- Learn about Internet safety.
- There is a lot we can do to ensure that our use of digital technology helps us to learn, to grow and feel happy.

Top Tips to keep your digital wellbeing safe

- Much of the internet can harm you so be careful.
- Do you scam people?
- Don't trust everything you see online.
- Make sure you don't spend too long on the internet.

Top Tips for healthy online life

- Always stay in an appropriate area online.
- If something is worrying or scary you should inform an adult immediately.
- Don't talk to strangers in case they try to trick you.
- Don't stay online for too long instead of playing outside.

Top Tips for your digital wellbeing

1. Tell a trusted adult if someone is being unkind.
2. Don't spend all day on your devices as that's not healthy for you and your eyes.
3. Also always stay safe, so don't talk to people you don't know.

Top Tips For Digital Wellbeing

1. No bits of other digital activities! Our mind needs to not be looking at a screen all day.
2. Make sure we are only on websites we are allowed to go on.
3. If something comes up and you don't know what it is, ask an adult.

things not to share on social media.

1. Address,
2. Picture of yourself,
3. Name
4. Age
5. Date of birth
6. Phone number
7. Your School
8. Hurt-full messages
9. Photo of another
10. House/Key
11. Bank details

How to stay safe online!!

<p>DON'T X POST!</p> <ul style="list-style-type: none"> A revealing photo of yourself. A post about a conflict you had with a friend. A personal opinion with discriminals against someone. 	<p>CAN POST! ✓</p> <ul style="list-style-type: none"> A photo of your pet! A post which encourages others to be kind!
---	--

What do respectful and healthy online relationships look like?

A good friend is someone who respects your boundaries and doesn't take ~~se~~ put you down.

A good friend is someone you don't lie, look up to you and is honest.

A collection of handwritten notes defining a good friend:

- Don't judge people, respectfully.
- a good friend is someone who doesn't take advantage, listens your respectfully.
- A good friend is caring, kind and respectful.
- A good friend is a honest person.
- Jess: A good friend is... Kind and caring.
- Someone who's loyal & good friend is... caring.
- a good friend is... someone who doesn't take advantage of you.
- A good friend is responsible and caring.
- A Good Friend is loyal.
- A good friend is someone who respects your boundaries and doesn't take se put you down.
- Kind
- Respectful
- honest
- friendly
- A good friend is someone who will stand up for you They are responsible. They will respect your boundaries and is honest. A good friend will never judge you. A good friend will listen to you.
- A good friend is someone who help you listen and understand when some things don't and honest.
- Respectful and honest.
- A good friend is someone who takes care of you.
- A good friend is someone who notices you and your feelings.
- Ray
- Rose
- Nishi
- Poppy
- adara

A good friend is someone who notices you and your feelings.