

**The Tithe Farm Way:**

*Resilient pupils who have a life-long love of learning and are ready, respectful and safe in their choices.*



<b>Whole School Progression Map – PSHE and RHSE</b>				
<b>Puzzle Piece: Being ME</b>				
<b>Year Group</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Learning	Identify feelings – talk about which make them feel good and don't Skills to play cooperatively Identify happy and sad Know they have the right to be kept safe	Identify feelings associated with belonging Be able to consider others feelings Know that hands can be used kindly and unkindly Know that being kind is good	Understand they are safe in their class Identify what it's like feel proud of an achievement Understand choices have consequences Understand that their views are important	Know how to make their class a safe and fair place Be able to work cooperatively Understand that their own views are valuable Identify hopes and fears for the year ahead
Key Vocab	Safe, happy, sad, feelings, same, taking turns, play, different, ready	Kind, gentle, friend, same, different, feelings, angry, happy, excited, nervous	Safe, special, calm, belonging, learning, proud, consequences	Worries, hopes, positive, fears, choices, co-operate, problem solving
<b>Year Group</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Learning	Make other people feel valued Develop compassion and empathy for others Know that the school has a shared set of values	Know how to regulate my emotions Can make others feel cared for and welcome Know how individuals actions make a difference to the class	Empathy for people whose lives are different from their own Understand how democracy and having a voice benefits the school community Understand how to set personal goals	Know own wants and needs Be able to compare their life with other less fortunate Know about children's rights Understand how democracy works and how it benefits us to use this in school to ensure everyone is heard
Key Vocab	Welcome, valued, achievement, pleased, personal goal. Team work, idea, belong, fairness	Included, excluded, role, job, voting. UNCRC, democracy, community, school	Challenge, goal, attitude, citizen, views, opinion, collective	Wants, needs, legal, illegal, collaboration, lawful, laws, participation, motivation, decision

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<b>Puzzle Piece: Celebrating Difference</b>				
<b>Year Group</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Learning</b>	Ask for help Begin to talk about what makes a nice friend Know they are special and different Know that families can be different	Recognise emotions when they or someone else is upset Identify feelings associated with being proud Know what being unique means Know why having friends is important	Identify what is bullying and what isn't Recognise ways in which they are the same as their friends and ways they are different Know what bullying means Know skills to make friendships	Explain how being bullied can make someone feel Know that friends can be different and still be friends Know it is good to be yourself Know the difference between right and wrong and role choice has to play
<b>Key Vocab</b>	Different, special, proud, kind, same, similar, happy, sad	Different, special, proud, friends, kind, same, similar, happy, sad	Similarity, same as, different, bullying, on purpose, unfair	Boys, girls, similarities, assumptions, shield, stereotypes
<b>Year Group</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Learning</b>	Be able to show appreciation for their families, parents and carers Recognise feelings associated with receiving a compliment Know why families are important	Be comfortable with the way they look Identify their own uniqueness Know first impressions can change Know some forms of bullying e.g. cyber are hard to identify	Appreciate the value of happiness regardless of material wealth Be able to support children who are being bullied Know what culture means Know what racism is and why it is unacceptable	Empathise with people who are different and be aware of feelings towards them Appreciate people for who they are Know that being different could affect someone's life Know people may bully because of different
<b>Key Vocab</b>	Loving, caring, safe, connected, conflict, solutions, resolve, witness, bystander, bullying, tell	Character, judgement, surprised, different, appearance, secret, deliberate, on purpose	Culture, conflict, similarity, belong, culture wheel, racism, race, discrimination, ribbon, rumour, racist	Male, female, stereotype, biological sex, individuality, diverse, transgender, non-binary, courage

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<b>Puzzle Piece: Dreams and Goals</b>				
<b>Year Group</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Learning	Understand things can be hard but we can do hard things Be ambitious and try to be independent Celebrate success Know what a challenge is Know what a goal is	Understand challenges can be difficult Resilience Be ambitious Know what a challenge is Know it is important to keep trying	Recognise things that they do well Celebrate an achievement with a friend Know how to set simple goals Know when a goal has been achieved	Recognise how working with others can be helpful Be able to work effectively with a partner Know how to choose a realistic goal and think about how to achieve it Know what good group work looks like
Key Vocab	Dream, goal, challenge, job, ambition, perseverance, happy, kind	Dream, goal, challenge, job, ambition, achievement, happy, kind, encourage	Proud, success, treasure, learning, process, working together, team work	Realistic, achievement, goal, strength, persevere, difficult, easy, partner
<b>Year Group</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Learning	Can break down a goal into small steps Imagine how it will feel when they achieve their dream/ambition Know they are responsible for their own learning Know how they can overcome challenge	Have a positive attitude Can identify the feeling of disappointment Know how to share in the success of a group Know how to work out steps needed to be taken to reach or achieve a particular goal and work towards this	Verbalise what they would like their life to be like when they are grown up Appreciate the opportunities learning and education can give them Know that different jobs pay more money than others	Understand why it is important to stretch their own boundaries Know their own learning strengths Know what the learning steps are they need to take to achieve their overall goal
Key Vocab	Challenges, success, dreams, goals, ambitions, decorate, future, aspirations, design	Hope, determination. Resilience, positive attitude, cope, self-belief, motivation	Feeling, money, grown up, adult, job, career, profession, money, salary	Learning, stretch, personal, realistic, unrealistic, success criteria, sponsorship

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<b>Puzzle Piece: Healthy ME</b>				
<b>Year Group</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Learning	Name some things to help us stay healthy Can give examples of healthy food Know when and how to wash hands properly Know names for some parts of the body	Can explain what they need to do to stay healthy Know what the word healthy means Know how to say no to strangers Know what to do if they get lost	Keep themselves safe Recognise how being healthy helps us to feel happy Feel good about themselves Know about people who keep them safe	Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Know which foods give body energy Know how to make choices
Key Vocab	Healthy, exercise, head, shoulders, knees, toes, sleep, clean, wash	Healthy, exercise, frightened, scare, strangers, frightened, sleep	Unhealthy, health, balanced, exercise, sleep, choices, clean, body parts, wait	Healthy choices, nutritious, lifestyle, motivation, tense, calm, dangerous, medicines
<b>Year Group</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Learning	Respect their own bodies and appreciate what they do Can identify feelings of being anxious or scared Know that there are different types of drugs Know a range of ways to keep safe	Can identify feelings they have about their friends Identify which people they want to be friends with Know ways to resist peer pressure Know some of the reasons people smoke or drink alcohol	Respect and value their own bodies Can identify ways to keep calm in an emergency Know the health risks of smoking Know what makes a healthy lifestyle	Know how to take responsibility for their own healthy Suggest strategies someone could use to avoid being pressured Recognise people have different attitudes towards mental health and illness
Key Vocab	Oxygen, calories, heartbeat, lungs, fitness, labels, sugar, fat, harmful, risk, feelings	Friendship, emotions, relationship, value, roles, leader, assertive, agree, guilt	Body image, informed decision, pressure, media, influence, emergency, social media, respect	Responsibility, prevention, illegal, restricted, violate, emotional health, mental illness, crime, symptoms

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<b>Puzzle Piece: Relationships</b>				
<b>Year Group</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Learning	Can suggest ways to make a friend or help someone who is lonely Know what a family is Know some reasons why others get angry Know how to calm down	Can identify what jobs they do in their family Can suggest ways to make a friend Know that sometimes friends fall out Know what a family is	Can say what being a good friend means Can show skills of friendships Know that everyone's family is different Know how to make a friend	Can identify the different roles and responsibilities in their family Can give and receive compliments Know that friendships have ups and downs
Key Vocab	Family, jobs, relationships, friend, lonely, argue, fallout, words	Argue, family, jobs, relationships, friend, lonely, fallout, calm down	Belong, same, different, friendship, qualities, caring, skills, community	Similarities, special, important, co-operate. Conflict, point of view
<b>Year Group</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Learning	Can identify similarities in children's rights around the world Know strategies to keep safe online Know some of the skills of good friendships	Can identify feelings and emotions and accompany jealousy Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss	Can suggest strategies for building self esteem of themselves and others Know that there are rights and responsibilities of being online and playing games online	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
Key Vocab	Roles, responsibilities, job, conflict, solution, equality, wants, needs, fear, online	Relationship, close, jealousy, emotions, positive, negative, loss, guilt, pain	Characteristics, self esteem, unique, comparison, safe/unsafe, violence, grooming	Mental health, support, worried, ashamed, signs, stigma, stress, anxiety, pressure, power

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<b>Puzzle Piece: Changing ME</b>				
<b>Year Group</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Learning	Can say how they feel about changing class Can identify how they've changed from being a baby Know they grow from baby to adult	Recognise that changing classes can make them feel happy or sad Know the names and functions of some parts of the body	Understand and accept that change is a natural part of getting older Know the names of male and female private body parts	Can say what they are looking forward to next year Know the physical differences between male and female bodies Know life cycles exist in nature
Key Vocab	Eye, foot, forehead, ear, mouth, adult, change, baby, grown-up, excited, worried	Grown-up, adult, change, worry, excited, memories, baby	Life cycles, mature, male, female, learn, new, coping, anxious, worried, excited	Change, grow, old, control, nervous, cuddle, acceptable, teenagers, comfortable
<b>Year Group</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Learning	Can express how they feel about puberty Can suggest ways to help manage feelings they are anxious about Know that babies need love and care from parents/carers Know a baby develops in the womb	Can express concerns they have about puberty Can apply the circle of change model to themselves Know how female and male body change at puberty Know that personal hygiene is important during puberty and as an adult	Can celebrate what they like about themselves and others Can ask questions about puberty and seek clarification Know that some people need help conceiving and might use IVF Know what perception means and that they may be right or wrong	Use strategies to prepare themselves emotionally for the transition (changes) to secondary school 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
Key Vocab	Birth, babies, mother, grow, uterus, womb, nutrients, survive, love, affection, care	Personal, unique, parents, sexual intercourse, conception, periods, circle	Body image, look, perception, conception, IVF, age appropriate, rights	Mental health, midwife, opportunities, freedoms, attraction, relation, love, sex