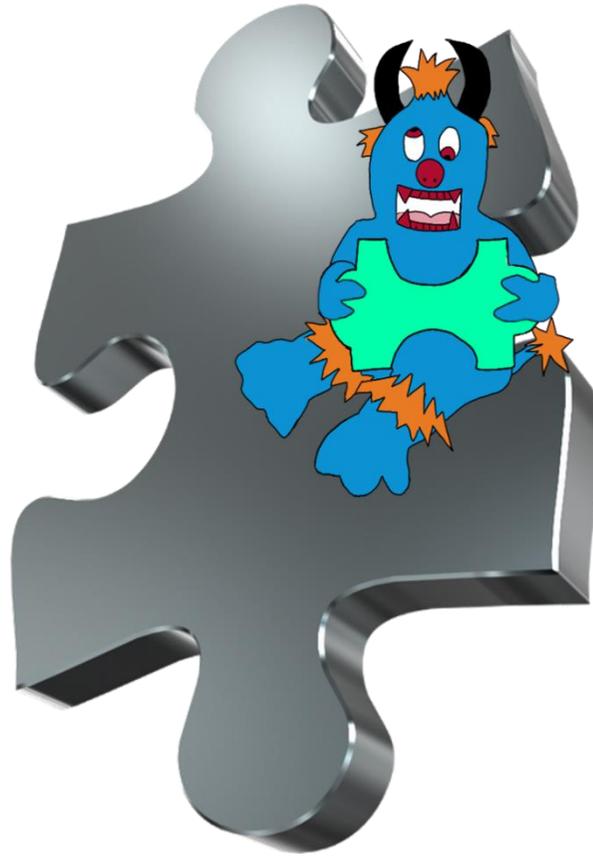


# **The Priestley Progress Path**

**Personal Social Health Education /  
Sex & Relationships Education**



**Placing learning at the heart of everything we do.**

## ***Intent***

### ***Raising Aspiration, Realising Ambition, Stimulating Curiosity.***

At Priestley School, we aim to **stimulate curiosity** when looking at the individual and the world around them. We hope to help children gain knowledge of themselves as an individual to help them succeed in the wider community. Through questions and practical experiences, we aim to encourage children to think critically, discuss scenarios and consider the feelings of others. We believe that understanding the individual and how they work can help shape the minds of the future. By understanding everyone is different and that's what makes us unique, the children will be able to put themselves in other's shoes and become more sympathetic adults, encouraging them to **Have Respect for All**. Using visitors, trips and practical activities, children can immerse themselves in experiences to develop themselves personally, socially and emotionally. This helps **place learning at the heart of everything we do**. Exploring being me, celebrating difference, dreams and goals, healthy me, relationships and changing me, PSHE will happen through a sequence of lessons to ensure the children cover all of the national curriculum (RSE) objectives whilst also broadening their understanding of themselves and others.

## ***Implementation***

### ***Placing learning at the heart of everything we do.***

Throughout different topics, along our **Priestley Pathway**, personal, social and emotional skills will be used within a variety of lessons. The children will look at relationships and being healthy which links into RSE (sex education). Revisiting and consolidating skills between different topics will help children to build on prior knowledge alongside introducing new skills, knowledge and challenge. Topics interlink cross curricularly e.g. e-safety and ICT or healthy me and P.E. This will encourage the children to **Think Things Through, Share Great Ideas and Stay Focused** on their learning. Specific vocabulary will be introduced to the children through the Jigsaw vocabulary lists to assist with embedding their PSHE learning. At Priestley School, we intend to inspire pupils to develop a love of PSHE and help them to be respectful and responsible citizens.



## ***Impact***

### ***Priestley and Proud***

A variety of resources, display materials and practical experiences will assist the children when learning about PSHE. The Calm Me Kat, Jigsaw piece, chime bar and vocabulary are all used by both teachers and learners. We want to ensure that discussion skills are imbedded within the children and that they can draw upon those skills during pausing points, thinking time and in future lessons throughout their schooling. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as KWL grids, pupil conferencing and summative assessments aimed at targeting next steps in learning.

Throughout all lessons, we will be encouraging our Spikey traits:

**Having Respect for All, Giving Everything a Go, Cooperating, Taking Responsibility, Sharing Great Ideas, Staying Focused and Thinking Things Through,**

## Personal Social & Emotional Development

### Self-Regulation

1. *show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.*
2. *set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.*
3. *give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.*

## Communication & Language

### Listening, Communication & Attention

1. *hold conversation when engaged in back-and-forth exchanges with their teachers and peers.*
2. *listen and respond appropriately.*



1. *express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher*

## Communication & Language

### Speaking

## EYFS Team Members

Will be able to:

1. *be confident to try new activities and show independence, resilience and perseverance in the face of challenge.*
2. *explain the reasons for rules, know right from wrong and try to behave accordingly.*
3. *discuss feelings and behaviour and understand actions have consequences.*
4. *manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*
5. *recognise differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.*

## Personal Social & Emotional Development

### Building Relationships

1. *work and play cooperatively and take turns with others.*
2. *form positive attachments to adults and friendships with peers.*
3. *show sensitivity to their own and others' needs.*
4. *be happy and settled with school routines and life at Priestley*

1. *negotiate space and obstacles safely, with consideration for themselves and others.*

## Physical Development

### Gross Motor Skills

1. *talk about the lives of people around them and their roles in society.*

## Understanding the World

### Past & Present

## Personal Social & Emotional Development

### Managing Self





# Share Great Ideas

## Being Me

1. explain why my class is a happy and safe place to learn.
2. give different examples where I or others make my class happy and safe.

## Celebrating Difference

1. talk about one thing that makes me different from my friends.
2. understand these differences make us all special and unique.



## Cooperate

## Healthy Me

1. tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.
2. express how it feels to share healthy food with my friends.

# Think Things Through

## Year 1 Team Members

Will be able to:

## Relationships

1. tell you why I appreciate someone who is special to me
2. express how I feel about a special person in their life.



## Take Responsibility

## Dreams & Goals

1. tell you how I felt when I succeeded in a new challenge and how I celebrated it.
2. know how to store the feelings of success.

## Stay Focused



## Being Me

1. *explain why my behaviour can impact on other people in my class.*
2. *compare my own and my friends' choices and can express why some choices are better than others.*

## Changing Me

1. *recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.*
2. *tell you what I like/don't like about being a boy/girl.*

## Relationships

1. *identify some of the things that cause conflict between me and my friends.*
2. *demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.*

## Share Great Ideas

## Stay Focused



## Celebrating Difference

1. *identify some ways in which my friend is different from me.*
2. *can tell you why I value this difference about him/her.*

## Cooperate

## Year 2 Team Members

Will be able to:

## Healthy Me

1. *make some healthy snacks and explain why they are good for my body.*
2. *express how it feels to share healthy food with my friends.*

## Take Responsibility



## Give it a Go

## Dreams & Goals

1. *explain some of the ways I worked cooperatively in my group to create the end product.*
2. *express how it felt to be working as part of this group.*

## Think Things Through

# KS1 Vocabulary



## Year One

Safe Special Calm Rights Responsibilities Belonging Dissapointed Consequence Similarities  
Difference Deliberate Unfair Bullying Included Learning Process Dreams Obstacle Achieve  
Celebration Goal Exercise Unhealthy Unbalanced Medicine Trust Belong Qualities Community  
Praise Skills Confidence Appreciate Life cycle Adulthood Mature Male Female Grow Anxious

## Year Two

Worries Fears Realistic Proud Success Goal Praise Reward Consequence Positive Negative  
Assumptions Shield Stereotypes Bully Purpose Difference Lonely Help Responsible Actions Strengths  
Persevere Challenge Difficult Easy Teamwork Problem-solve Healthy choices Lifestyle Motivation Relax  
Relaxation Tense Calm Communication Acceptable Not acceptable Secret Surprise Telling Adult Trust  
Surprised Control Baby Adult Fully grown Appearance Physical Baby Toddler Child Teenager  
Independent Timeline Freedom



# KS1 PSHE / SRE

**Term One**  
**Being Me in My World**

**Term Two**  
**Celebrating Difference**

**Term Five**  
**Relationships**



**Term Three**  
**Dreams & Goals**

**Term Four**  
**Healthy Me**

**Term Six**  
**Changing Me**





## Being Me

1. explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn.
2. explain why it is important to feel valued.

## Share Great Ideas

## Celebrating Difference

1. I can tell you about a time when my words affected someone's feelings and what the consequences were.
2. I can give and receive compliments and know how this feels.

## Changing Me

1. identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
2. recognise how I feel about these changes happening to me and know how to cope with these feelings.

## Think Things Through

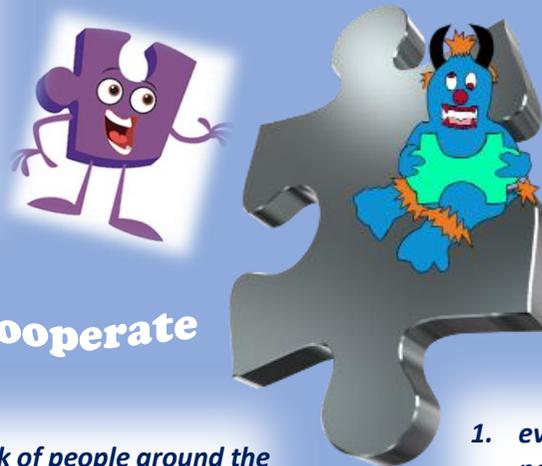
### Year 3 Team Members

Will be able to:

## Take Responsibility

## Healthy Me

1. identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help.
2. express how being anxious or scared feel.



## Stay Focused

## Relationships

1. explain how some of the actions and work of people around the world help and influence my life.
2. show an awareness of how this could affect my choices.

## Cooperate

## Dreams & Goals

1. evaluate my own learning process and identify how it can be better next time.
2. confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.

## Give it a Go



## Being Me

1. explain why being listened to and listening to others is important in my school community.
2. explain why being democratic is important and can help me and others feel valued.

## Take Responsibility

## Celebrating Difference

1. tell you a time when my first impression of someone changed as I got to know them.
2. explain why it is good to accept people for who they are.



## Stay Focused

### Changing Me

1. identify what I am looking forward to when I am in Year 5.
2. reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.

## Cooperate

## Year 4 Team Members

Will be able to:

### Healthy Me

1. recognise when people are putting me under pressure and can explain ways to resist this when I want to.
2. identify feelings of anxiety and fear associated with peer pressure.

## Share Great Ideas

### Relationships

1. explain different points of view on an animal rights issue.
2. express my own opinion and feelings towards this issue.

Give it a Go



## Think Things Through

### Dreams & Goals

1. know how to make a new plan and set new goals even if I have been disappointed.
2. know what it means to be resilient and to have a positive attitude.

# Lower KS2 Vocabulary



## Year Three

Welcome Valued Pleased Personal Acknowledge Affirm Behaviour Rewards Fairness Choices  
 Connected Difference Witness Bystander Gay Compliment Special Unique Ambitions Future Aspirations  
 Enterprise Design Product Cooperation Strengths Motivated Enthusiastic Efficient Oxygen  
 Heartbeat Lungs Heart Fitness Healthy Drugs Strategy Advice Unisex Role stereotype  
 Conflict Solution Global Transport Interconnected Food journeys Climate Trade Inequality Changes Birth  
 Animals Babies Mother Growing up Puberty Control Sperm Ovaries Egg Womb Nightmare

## Year Four

Decisions Choices Democracy Perseverance Determination Voting Authority Learning Charter  
 Role Contribution Observer Reward Consequence Democratic Character Judgement Accept  
 Influence Appearance Opinion Attitude Bullying Friend Deliberate On purpose Bystander  
 Witness Determination Perseverance Positive experiences Disappointment Resilience Self-belief  
 Motivation Commitment Value Embarrassed Smoking Pressure Peers Guilt Advice  
 Alcohol Liver Diseased Relationship Close Distant Contribute Mutual benefit Belonging Caring Souvenir  
 Memento Memorial Loss Vegetarianism Debate Respect Personal Unique Characteristics  
 Parents Sperm Egg Womb Ovaries Making love Fertilise Reproduction Puberty  
 Menstruation Periods

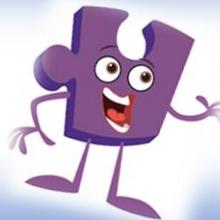


# Lower KS2 PSHE / SRE

**Term One**  
Being Me in My World

**Term Two**  
Celebrating Difference

**Term Five**  
Relationships



**Term Three**  
Dreams & Goals

**Term Four**  
Healthy Me

**Term Six**  
Changing Me





## Being Me

1. *compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.*
2. *explain how the actions of one person can affect another and can give examples of this from school.*

## Think Things Through

## Celebrating Difference

1. *explain the differences between direct and indirect types of bullying.*
2. *know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.*



## Give it a Go

## Share Great Ideas

## Changing Me

1. *describe how boys' and girls' bodies change during puberty.*
2. *express how I feel about the changes that will happen to me during puberty.*

## Year 5 Team Members

Will be able to:

## Healthy Me

1. *describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.*
2. *respect and value my body.*

## Cooperate

## Relationships

1. *explain how to stay safe when using technology to communicate with my friends.*
2. *recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.*



## Take Responsibility

## Dreams & Goals

1. *describe the dreams and goals of a young person in a culture different from mine*
2. *reflect on how these relate to my own.*

## Stay Focused



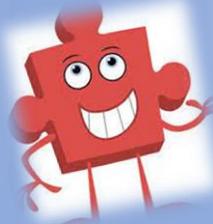
## Being Me

1. compare my self-identity with how I believe others see me, explain some of the factors that may affect my self-identity. Explain why it is important that I am a unique individual and also explain how my self-identity has been influenced by past events and experiences.
2. also express a level of independence while maintaining positive relationships with others.

## Take Responsibility

## Celebrating Difference

1. explain ways in which difference can be a source of conflict or a cause for celebration
2. show empathy with people in either situation.



## Changing Me

1. describe how a baby develops from conception through the nine months of pregnancy, and how it is born and
2. recognise how I feel when I reflect on the development and birth of a baby.

## Year 6 Team Members

Will be able to:

## Cooperate

## Healthy Me

1. evaluate when alcohol is being used responsibly, anti-socially or being misused.
2. tell you how I feel about using alcohol when I am older and my reasons for this.

## Stay Focused

## Relationships

1. recognise when people are trying to gain power or control.
2. demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.

## Share Great Ideas



## Give it a Go

## Dreams & Goals

1. describe some ways in which I can work with other people to help make the world a better place.
2. identify why I am motivated to do this.

## Think Things Through



# Upper KS2 Vocabulary

## Year Five

Education    Appreciation    Opportunities    Vision    Hopes    Wealth    Poverty    Responsibilities    Prejudice  
 Rewards    Culture    Conflict    Belong    Culture wheel    Racism    Colour    Race    Discrimination    Culture  
 Indirect    Direct    Cyber bullying    Achievement    Money    Grown up    Lifestyle    Career    Choices    Healthy behaviour  
 Unhealthy behaviour    Informed decision    Pressure    Emergency    Procedure    Recovery position    Level-headed    Body image  
 Media    Celebrity    Altered    Self-respect    Characteristics    Personal qualities    Attributes    Self-esteem    Negotiate    Compromise  
 Trust    Loyalty    Betrayal    Empathy    Attraction    Pressure    Personal    Comfortable    Body language    Technology  
 Communicate    Resist    Identity    Self-image    Body image    Self-esteem    Perception    Aspects    Affirmation    Puberty  
 Menstruation    Periods    Sanitary towels    Sanitary pads    Tampons    Uterus    Semen    Erection    Ejaculation    Wet dream    Larynx  
 Facial hair    Growth spurt    Hormones    Relationships    Conception    Making love    Sexual intercourse    Fallopian tube    Fertilisation  
 Pregnancy    Embryo    Umbilical cord    Contraception    Fertility treatment (IVF)

## Year Six

Community    Disability    Visual impairment    Empathy    Perception    Medication    Vision    Blind    Power    Imbalance  
 Control    Harassment    Direct    Indirect    Recipient    Sponsorship    Suffering    Hardship    Empathy    Effects    Misuse    Anti-social  
 Responsible    Appropriate    Emergency    Recovery position    CPR    Safety    Mental health    Emotional health    Mental illness  
 Symptoms    Independence    Attraction    Transition    Secondary    Journey    Anxiety



# Upper KS2 PSHE / SRE

**Term One**  
**Being Me in My World**

**Term Two**  
**Celebrating Difference**

**Term Five**  
**Relationships**



**Term Three**  
**Dreams & Goals**

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**Healthy Me**

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