



Warren Wood Progression Grid



PSHE Skills and Knowledge	
Expected by the End of Year 6 (highlighted if you are following the PSHE condensed plan)	
Families and relationships	Health and wellbeing
<ul style="list-style-type: none"> To identify ways to resolve conflict through negotiation and compromise. To discuss how and why respect is an important part of relationships. To identify ways to challenge stereotypes. To explore the process of grief and understand that it is different for different people. 	<ul style="list-style-type: none"> To consider ways to prevent illness. To identify some actions to take if I am worried about my health or my friends' health. To identify a range of relaxation strategies and situations in which they would be useful. To explore ways to maintain good habits. To set achievable goals for a healthy lifestyle. To explore my personal qualities and how to build on them. To develop strategies for being resilient in challenging situations.
Safety and the changing body	Citizenship
<ul style="list-style-type: none"> To develop an understanding about the reliability of online information. To explore online relationships including dealing with problems. To discuss the reasons why adults may or may not drink alcohol. To discuss problems which might be encountered during puberty and using knowledge to help. To learn how to help someone who is choking. To know how to place an unresponsive patient into the recovery position. 	<ul style="list-style-type: none"> To learn about environmental issues relating to food. To discuss how education and other human rights protect us. To identify causes which are important to us. To discuss how people can influence what happens in parliament. To discuss ways to challenge prejudice and discrimination. To identify appropriate ways to share views and ideas with others.
Economic wellbeing	Identity
<ul style="list-style-type: none"> To recognise differences in how people deal with money and the role of emotions in this. To discuss some risks associated with gambling. To identify jobs which might be suitable for them. 	<ul style="list-style-type: none"> To discuss the factors that make our 'identity'. To recognise the difference between how we see ourselves and how others see us. To explore how the media might influence our identity.
Transition	
<ul style="list-style-type: none"> To explore a greater range of strategies to deal with feelings associated with change. 	



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