



St. Katharine's Primary School PSHE Progression Pathway

Concept Overview - Progression of units Me and My Relationships

Year	Curriculum Content	Concepts	Vocabulary
EY	<p>People can be different and the same.</p> <p>That they like and dislike different things.</p> <p>Everybody has someone that is special to them.</p> <p>There are different people that they can ask for help.</p> <p>They feel emotions in different situations.</p> <p>They can help people to manage their feelings.</p>	<p>We learn about what makes us special, people that are close to us and how to get help</p> <p>PE Link - Provide challenge cards in your outdoor area, with things to help children show their skills and to show how they can become better at things, with practice.</p>	<p>Same, different, unique</p> <p>Favourite</p> <p>Special, family</p> <p>Upset, help, problem, worried, scared.</p> <p>Emotions, feelings, excited, happy and cross.</p>
1	<p>That they can contribute to their classroom rules and they keep us safe.</p> <p>They need to listen effectively to be able to resolve problems.</p> <p>Antibullying link.</p> <p>Emotions can give them a physical reaction.</p> <p>That they can identify feelings bad/good and how they make us behave.</p> <p>That bodies get hurt and there are different things we can do to make them better.</p> <p>What a good friend is and how to make up.</p>	<p>We learn to understand our emotions and keep healthy. We begin to learn that their behaviour can affect other people.</p>	<p>Teamwork, responsibility.</p> <p>Care, respect.</p> <p>Resolution conflict.</p> <p>Facial expression, body language.</p> <p>Feelings –upset, worried.</p> <p>Hurt feelings/hurt body.</p> <p>Friendship, making up. Affected, behaviour, kind, unkind, helpful, unhelpful.</p>
2	<p>There are rules we can follow to contribute to a positive classroom.</p> <p>They can contribute to the rules of the classroom.</p> <p>They can identify feelings and how to react to them.</p> <p>They can deal with their emotions and get help if they need it.</p> <p>They have special people in their lives and why they are special, friends are kind and care.</p> <p>That bullying is unacceptable in any form. Anti-bullying link.</p> <p>There are strategies they can use for dealing with bullying. Anti-bullying link.</p> <p>There is a difference between teasing and bullying. Anti-bullying link.</p>	<p>We learn about emotions, how they affect us and others.</p>	<p>Positive, pledge.</p> <p>Rules, responsibility.</p> <p>Happiness, sadness, anger, fear, surprise, nervousness.</p> <p>Positive, feelings, responding.</p> <p>Teasing, bullying.</p> <p>Bullying, unacceptable, isolated.</p>
3	<p>Rules are different at different ages and there are consequences to breaking them. Online Safety Link</p> <p>They have special relationships and can help to keep them positive.</p> <p>They can use strategies for resolving conflict.</p> <p>They can define and use collaboration to achieve success.</p> <p>They can identify qualities of friendship and how to make up.</p> <p>They can put forward reasons to validate their opinion.</p> <p>No-one should force them to do a dare they feel uncomfortable with.</p>	<p>We learn about relationships how they differ, the role they can play in keeping them positive and that people all have different needs.</p>	<p>Rules, consequences.</p> <p>Compromise, win win, reporters.</p> <p>Conflict, accommodate, opinions.</p> <p>Tangram, collaborate, cooperate.</p> <p>Compromise, win win.</p> <p>Agree, disagree, opinions, viewpoint.</p> <p>Dare, force, uncomfortable, unsafe.</p>



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	They can understand the feelings associated with loss.		Bereavement, loss.
4	<p>They can work successfully as a team. They know what makes a positive healthy relationship. There are times when they need to say no to a friend. That feelings can affect our physical state. People can have different feelings in the same situations. That feelings can change when they have more information. That pressure can be unhealthy, risky and unacceptable. Anti-bullying Link.</p>	We learn about how relationships work and how both people must compromise to make a relationship successful.	<p>Collaboration. Qualities, admiration, negotiate. Assertive, compromise, respectful. Intensity, physical state, lonely, ashamed, guilty, threatened devastated, wretched, downcast. Feelings, appropriate. Regret, informed. Pressure, unacceptable, deliberately, repeatedly.</p>
5	<p>There are attributes to working collaboratively. They can use strategies for resolving difficult issues and situations. That socialising online must be respectful and can be misinterpreted. Anti-bullying and Online Safety Link There are key qualities of friendship and assess how they rate as a friend. They can identify what makes an unhealthy relationship. There emotional needs change according to their circumstance. There are different behaviours, passive, aggressive and assertive.</p>	We learn about how relationships work with ourselves and others. How to stop inappropriate behaviour and how to be a good friend.	<p>Collaboration, attributes. Negotiation, compromise. Online, face-to face, cyber bullying, ridicule, manipulate, perpetrate. kindness, generosity, trust, sharing interests/ experiences, supportive. Confidential. Lies, broken promises all the time, feeling unsafe, physical abuse, telling someone they are stupid all the time, verbal abuse, being neglected, uncomfortable touching, physical or sexual abuse, Emotional needs, coping strategy. Assertive, passive, aggressive.</p>
6	<p>They need to collaborate to complete a task. They can negotiate and compromise to achieve a goal. They needed to use respect and assertion within friendships. There are consequences to how you react to someone. People behave differently when put under pressure. Online Safety Link They can understand assertive behaviour. Antibullying link They have a right to choose whether they marry someone and understand commitment in a relationship. Inappropriate touch is illegal.</p>	We learn about relationships and how circumstances can make us think or change our behaviour.	<p>Collaboration, skills. Negotiation, compromise. Challenge, respect, assertive. Positive, negative, neutral, inappropriate, Influences, pressure. Civil partnership, LGBT, forced marriage, arranged marriage. Appropriate, illegal, PANTS.</p>



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Progression of units Valuing Difference

Year	Curriculum Content	Concepts	Vocabulary
EY	<p>They all have features that are the same. It is good to be different. Everyone has different families all around the world. All around the world people live in different houses. Being kind is what you say and what you do. Anti-bullying Link They have lots of different friends within the class.</p>	<p>We learn about similarities and difference, celebrating these and showing kindness. PE Link - Activities that mean sharing is necessary, e.g. providing some different sized balls or a few bats and balls, then asking children to make up a game using them or cooperation activities such as passing a hoop around the circle.</p>	<p>Differences, similarities, special. Features Families House, home, bungalow, flat. Friendship, kindness, actions, words. Friendly, new.</p>
1	<p>There are similarities and differences in people. That there is a difference between unkindness, teasing and bullying. Antibullying link. School rules help them to stay safe. They can say what is fair or unfair to themselves and others. There are qualities that makes a person special.</p>	<p>We learn how our feelings can affect others, how to emphasise with different people and how to be a good friend.</p>	<p>Unique, similarities, differences. Unkindness, teasing, bullying. Rules, school pulse. Fair/unfair. Friendship qualities. Empathy, positive aspects.</p>
2	<p>There are differences and similarities on the inside and outside. Anti-bullying link. That there are special people in their lives who are all there to help. Their own behaviour and others can affect how people feel. They are part of a group. Kindness and unkindness can impact on how someone feels. Anti-bullying link. They can be an active listener and can help to negotiate social situations.</p>	<p>We learn about being a good friend and what that means, how we treat other people and features that make us different or the same.</p>	<p>Respect, differences, similarities, respect. Trusted adult. Negative/positive behaviour. Left out, strategy, group, community. Kind, unkind, acts of kindness. Positive relationships, negotiation, eye contact, nodding head, appropriate noises.</p>
3	<p>They can respect others views and listen effectively. There are different types of families in our world. Being part of a community can help their wellbeing. Britain is diverse and there are qualities we need to help us to get together. Name calling is a type of bullying. Online Safety Link Bullying can happen because of prejudicial views. Anti-bullying and Online Safety Link</p>	<p>We learn about respect being two way in listening, touching and understanding difference.</p>	<p>Respectful language, listening, viewpoint. Same sex, adopted, fostered, single parent, non-judgmental, respectful. Communities, groups, mental wellbeing. Origin, diverse, national, regional, ethnic and religious backgrounds. Similarities, differences. Prejudice, opinions, views.</p>



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4	<p>They can negotiate and compromise to manage conflict. There are consequences to aggressive behaviour. That our world is diverse, and they need to respect them. They can identify what a stereotype is. That you have different relationships with different people. They have a right to protect their personal body space.</p>	<p>We learn about how to deal with conflict in relationships and how this can sometimes be because of differences.</p>	<p>Puberty, hormones, conflict, compromise. consequences, aggression. Ethnicity, gender, religious beliefs, customs, festivals. Stereotype, headlines, media. Friend, acquaintance, influence. PANTS</p>
5	<p>Explain how a friendship can last or end. They can be a respectful and active listener. Discriminatory behaviour can be challenged. Anti-Bullying Link. They need to have respect to live in our diverse society. They can identify that people sometimes get bullied because of the way they express their gender. Anti-Bullying Link They can have a negative or positive impact on other people as an individual or a group.</p>	<p>We learn about how our diverse community works, the role they and others play.</p>	<p>Qualities, friendship. Look at the speaker, stop other activity, give facial affirmation – nods, smiles, avoid interrupting. Discrimination, racism, injustice. Diverse, faith, belief, mutual respect. Biological sex, Gender identity, Gender expression, Sexual orientation.</p>
6	<p>They can empathise and recognise patterns of behaviour in groups. Antibullying Link There are strategies they can use to deal with bullying. Anti-Bullying Link There is verbal and non-verbal respect. That we live in a diverse society and we need to respect differences. That you have different relationships with people. They can challenge gender stereotypes.</p>	<p>We learn about ourselves, how similar we all are and how to be accepting of difference.</p>	<p>Peer group dynamics, emotional needs, conflict resolution, reinforcer, defender, bystander. Conflicting emotions, acting independently, Responsibility. Cultural norm, verbal, non-verbal, respectful, disrespectful. Tolerance, faith, beliefs. mutual respect. Acquaintance, friendship, qualities Stereotype, portrayal, media, assumptions.</p>



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Progression of units Keeping Safe

Year	Curriculum Content	Concepts	Vocabulary
EY	<p>There are different things we put on our bodies. There are different things we put in our bodies. They need to keep safe indoors and outdoors. Listening to adults can keep us safe and they can tell a trusted adult if they don't feel safe. They need to stay safe online. Online safety Link There are lots of people that can help keep us safe. NSPCC – PANTS</p>	<p>We learn about keeping our bodies safe, safe secrets and touches and people who help to keep us safe. PE Link – Talk about managing risks on the equipment before PE lessons and going outside.</p>	<p>Protect, clean, sooth, warm, pleasant, unpleasant, safe. Medicine, poorly, unsafe, dangerous, poisonous, risks. Safe, unsafe, electricity, plugs, hobs, detective, hot, boiling, shock, fire. Inappropriate, trusted, danger. Keeping safe online, child friendly, personal information. Trusted adult, police, fire, ambulance, crossing patrol.</p>
1	<p>That sleep is important to maintain a healthy lifestyle. Science link There are people to help them if they feel unsafe. That there is a difference between a good and bad touch. That we don't share personal information online. Computing Link Medicines need to be used responsibly to make people better. There is a range of feeling associated with loss.</p>	<p>We learn about how to keep our bodies safe and who can help us to keep safe.</p>	<p>Routine, balanced, lifestyle. Qualities, special people. Trust, good/bad touch, inappropriate. Personal information, internet, real, not real, safe. Responsible, medicine, tablet, illness. Change, new experience, reaction, loss.</p>
2	<p>They need to use medicine sensibly. Science link. Situations can make us feel safe or unsafe. Online Safety Link They can use language to help them stay safe. Privates and private belongings need permission to touch. Telling someone about inappropriate touch means it will stop. They can tell someone they trust if a secret makes them feel uncomfortable.</p>	<p>We learn about how to keep ourselves safe in different situations and who we can tell if we don't feel safe.</p>	<p>Responsibility, safety. Safe, unsafe, completely safe. Yes, no, I'll ask., I'll tell... PANTS Permission, privacy, respect. Appropriate touch, facial expression and body language. Trust, secrets, surprises.</p>
3	<p>They can identify and manage risk. They can use strategies to keep them safe. They can assess risks and who can help them with this. Their personal information must not be shared online. Online Safety Link Drugs can be helpful or harmful. There are risks associated with cigarettes and alcohol.</p>	<p>We learn about how to manage risks and stay safe in all situations.</p>	<p>High, medium, low risk, reducing. Completely safe/unsafe. Managing Risk Offline, online, personal information, inappropriate. Nicotine, drugs, chemicals, harmful.</p>



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	They can make informed decisions.		Misuse, illegal. Decision making.
4	<p>They can assess whether a situation is risky, hazardous and dangerous. There are strategies they can use to manage a dare. They can identify feelings of unsafe and say no. That they can be influenced by what they see or hear. They need to have consent to share content online. Online Safety Link They can take precautions to keep them healthy. Alcohol and drugs have effects that are risky. That they don't share personal information online. Online Safety Link</p>	We learn how to deal with choices and learn strategies to cope with pressure to keep them safe.	<p>Danger, risk, hazard. Dare, scenario. Influence, media, respectful, courteous. Consent, images, online, digitally, Infections, germs, harmful. Legal age, nicotine, laws. Personal information.</p>
5	<p>They can use strategies and skills to deal with bullying for themselves and others. Anti-bullying and Online Safety Link. That disrespectful behaviour online must be reported, and personal information must be kept safe. Anti-bullying and Online Safety Link That there are strategies for dealing with risky situations. They can suggest ways of standing up to someone who gives a dare. That vaping may have potential health risks. That they can weigh up the risk factors when things through a decision. Habits can be hard to change. That some drugs are harmful and some cure. Behaviour that are unusual like smoking are more likely to get noticed.</p>	We learn about risks, online safety and how these should be dealt with responsibly.	<p>Bullying, cyber bullying. Personal Information, disrespectful, expected. Risky dares, scenarios. Dilemma. Vaping. Weighing up risks, positive, negative. Habits, common, harmful, addiction. Medicine, drugs, nicotine, alcohol. Graph, normal, perceptions.</p>
6	<p>Online posts can be spread. Online Safety Link There are strategies they can use to stay safe online and how to be respectful. Online Safety Link How to keep information private online and that sexual images are illegal. Online Safety Link An addiction is a type of behaviour that helps with an emotional need. Drugs have a medical and non-medical use. Science and PE link. There is a law associated with drugs. There are risks with drinking alcohol. Emotional needs impact a person's behaviour and how they can be met. Independence and responsibility go together.</p>	We learn about the law and how to keep safe with drugs, alcohol and smoking. We also learn how to assess risks in situations in life and online.	<p>Sexual images, consequences. Gender neutral, personal information, cybersafe. Posted, interaction, respectful, Think before you click. Sexual images, personal information. Habit, addiction, drugs, emotional need, emotional health. Positive, emotional needs, acceptable, risky. Stop, Think, Go ahead. Law, drug control, category, substance, cannabis, extasy, legal, illegal, possession, smoking, alcohol. Risk taking, peer pressure, risk continuum. Keep learning, Connect, Take notice, Be active and Give. Weighing up, negative consequences, risk continuum.</p>



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Progression of units Rights and Respect

Year	Curriculum Content	Concepts	Vocabulary
EY	<p>They can be part responsible for looking after their family's feelings. They can be responsible for looking after their friend's feelings. They can be responsible for looking after their classroom. They can be responsible for caring for the world. They can be responsible with money by spending wisely. They can be responsible with money by saving or keeping it safe.</p>	<p>We learn about looking after things: friends, environment and money. PE Link – Creating an obstacle course and guiding their friend safely through it.</p>	<p>Roles, responsibilities, feelings, appreciation. Consent, feelings, emotions, strangers, charity. Jobs, monitors. Environment. Money, employment, coins, notes, debit/credit cards, till, price tags/labels, receipts, purses/wallets, shopping trolley/basket, piggy bank, ATM, chip and pin machine.</p>
1	<p>They can identify feelings and how they can affect our behaviour and others. They can identify who looks after the school environment. They can look after themselves and others. The role of money in their house and the world. That they can save money and look after it. RED CROSS (stay safe lesson 1) -Identify dangers by looking and listening; Decide if an area is safe; Make an area safe; and Be able to help someone without risk to themselves.</p>	<p>We learn what it means to be a part of a community, how they can help to take care of people and the environment and the role money has.</p>	<p>Helpful/unhelpful, behaviour. Environment, community, affect. Needs, responsibility Gifts, pocket money, jobs, bank. Saving money. Service, ambulance, emergency, first aid. Environment.</p>
2	<p>There are strategies they can use for getting on with other people. They can use strategies to deal with impulsive behaviour. There are people at school that can help them feel safe. They can learn how to stay safe online. Computing link How we can save money and how it makes us feel when we spend it on different things. They can spend money on essential and non-essential items.</p>	<p>We learn about how to respect ourselves and others. How to keep safe online and how there are people that can help us.</p>	<p>Negotiation, compromise. Erupting, impulsive. Internet, Personal information. Spending, saving. Essential, non-essential, save, spend.</p>
3	<p>There are people responsible for keeping them safe. There is a difference between fact and opinion. People volunteer to help communities. There are different ways money is earned and spent. A Job provides you with an income. They can help to look after the environment.</p>	<p>We learn about rules help to keep our community safe, how they can help and how money is earned and spent.</p>	<p>Key people. Fact, opinion, perceived, event. Local, responsibility, volunteer, benefits. Income, saving, spending, utility bills, skill, experience, training, responsibility. Environment, priority.</p>



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	There are different ways they can help their community.		
4	<p>They can help others to make sure they stay healthy and safe.</p> <p>Humans have rights and responsibilities. They can engage and contribute to rules. That their choices can be influenced by what they see or hear. They can play a role in influencing the outcome of a situation. Anti-bullying Link They can understand how money is used to sustain a home. They understand why we pay taxes and how they are spent. Different organisations around the world take care of the environment.</p>	We learn about the influence they have in the community and how they can help to look after the environment.	Responsible, community, reliable, trustworthy. Rights and Responsibilities. Rules, democratic, debate. Media By-stander, anti-social behaviour. Income, expenditure. Taxes, income tax, national insurance, VAT, payslip, public services. National, International.
5	<p>There are issues that concern health and wellbeing that are highlighted in the media.</p> <p>There is a difference between fact and opinion. There is value in voluntary work in the community. They can define the differences between rights, responsibilities and duties. There are costs involved when buying and selling an item. They have strategies for dealing with personal finance. There are areas in the community that the council have responsibility for.</p>	We learn about how the community works and how money is managed by themselves and within the community.	Health initiatives, articles, mis-perceptions, stimulant. Biased Voluntary, community, pressure. Responsibility Consumer, produce, spending wisely. Loan, credit, debt, interest. Elected, councillor, council, district, borough, education, transport, planning, fire and public safety, social care, libraries, waste management, trading standards, rubbish collection, recycling, Council Tax collections, housing, planning applications.
6	<p>That facts are different to opinions. Social media has a legal age for a reason. Online Safety Link That they can save money and gain interest. That you pay TAX and VAT as a proportion of your earnings. They understand what environmentally sustainable means. That communities have a mission statement to make a change locally, nationally or internationally. They can design, run and evaluate a project to make change in their community. That we live in a democracy and what that means. That rules are made for a reason. That they are part of a community locally and nationally and can help their wellbeing. PE Link</p>	We learn about the role we all have in keeping the community safe for the future.	Biased, unbiased. Social media account, profile. Interest, investment, sales, savings. TAX, VAT, jobs. Environment, sustainable, earth's resources, compost, recycling. Advertising, mission statement. Community groups, voluntary, Charity, raising profile, fundraising. Democracy, parliament, vote, local council, election. Law, passed, enforced, House of Commons.



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Progression of units Being My Best

Year	Curriculum Content	Concepts	Vocabulary
EY	<p>They can bounce back when things go wrong.</p> <p>They can have a go at new activities.</p> <p>Healthy food makes our body healthy all over.</p> <p>Eating the right food, sleep and hygiene keeps us happy.</p> <p>Exercise keeps our body happy.</p> <p>A good night sleep helps keep our bodies healthy.</p>	<p>We learn about keeping our bodies healthy with food, exercise and sleep. We learn about having a 'Growth Mindset'.</p> <p>PE Link -Encourage children to take risks in physical activities where they will have to persist and pick themselves up if they fall or make a mistake. Understanding healthy food and exercise.</p>	<p>Bounce back, resilience, quit, failure.</p> <p>Can't, can, have a go, I can try.</p> <p>Bones, teeth, muscles, energy, cereals (carbohydrates), proteins, fruit, vegetables, dairy.</p> <p>Exercise, activity, fresh air.</p> <p>Germ, energy, routine.</p>
1	<p>Eating 5 a day can help to maintain a healthy lifestyle. Science link</p> <p>They can make the right food choices to keep healthy. Science and DT link</p> <p>They can be informed and follow a personal hygiene routine. Science link</p> <p>They can help to prevent the spread of disease.</p> <p>They can learn new skills by having the opportunity to fail and practise.</p> <p>Positive feedback makes you feel better. Antibullying link.</p> <p>The body part names and their functions. Science link</p>	<p>We learn how to keep our bodies healthy with food, sleep and exercise.</p>	<p>Fruit, vegetables.</p> <p>Healthy, protein, dairy, carbohydrate, sugar, fat.</p> <p>Worried, nervous, angry, confused, happy.</p> <p>Hygiene, germs, routine.</p> <p>Catch it, bin it, kill it, disease.</p> <p>Oxygen.</p> <p>Challenge, practise.</p> <p>Feedback, support, encouragement.</p> <p>Challenge, fail, mistakes, practice, resilience.</p> <p>Heart, lungs, stomach, blood, oxygen, intestines, digested, brain.</p>
2	<p>They can learn new things in different situations.</p> <p>They can choose to live a healthy lifestyle.</p> <p>Keeping clean and having vaccinations is a way of keeping us healthy. Science link.</p> <p>Dental hygiene is important. Science link.</p> <p>Food, water, oxygen, sleep and exercise keep us healthy. Science link.</p> <p>Food, water and air are in our blood and travel to our internal organs. Science link.</p> <p>RED CROSS (stay safe lesson 2) -Identify dangers by looking and listening; Decide if an area is safe; Make an area safe; and Be able to help someone without risk to themselves.</p>	<p>We learn that our bodies need essential ingredients to keep us healthy and how our bodies use these ingredients.</p>	<p>Encouragement, positive mindset.</p> <p>Healthy, unhealthy.</p> <p>Prevention, germs.</p> <p>Teeth, routine.</p> <p>Oxygen, energy.</p> <p>Heart, lungs, intestine, brain.</p> <p>First aid, British red cross, life, live it, injuries, emergency services.</p>
3	<p>The different food groups benefit the body. PE link</p> <p>Some illnesses can be spread and how we can prevent it.</p> <p>Internal organs need food, air and water. Science link.</p> <p>They can discuss their own viewpoints respectfully in a debate.</p> <p>They all have different skills, and these can be developed.</p> <p>They have talents and they should be realistic about these.</p> <p>Their body must work together as a team to be most effective.</p>	<p>We learn about how to keep our bodies healthy.</p>	<p>Eatwell, balanced, healthy, protein, carbohydrates, dairy, vegetables, fruit.</p> <p>Infectious, hygiene routines, campaign, media.</p> <p>Function, internal organs.</p> <p>Healthy, positive.</p> <p>Achieve, improve.</p> <p>Skills, talents.</p> <p>Harmful, brain, messages, nerves.</p>



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<p>4</p>	<p>That everyone has unique qualities. There are consequences for negative and positive pressure. Anti-bullying Link. There are changes that happen in our body when we eat, sleep and exercise. PE and Science link. They can play a role in recycling to help the environment. There are good qualities and attributes of people who help in the community. RED CROSS (Help save lives lesson 2 and 3) Keep themselves safe. Give first aid in different situations. Know when they need to get help; and know what to do in an emergency. That volunteering is good for Wellbeing.</p>	<p>We learn how to keep healthy by choices they make to keep them happy and healthy.</p>	<p>Uniqueness, qualities, talents, diversity. Choices Balanced, hydrated, wellbeing, mental health. Refuse, reduce, re-use, rot, recycle, repair, re-think. Community, quality, attribute. Common injuries. Volunteer, Connect, Be Active, Take Notice, Keep Learning, Give.</p>
<p>5</p>	<p>The four main organs have specific functions. That they have their own strengths or talents, and these can be improved. They can suggest ways that can improve their school community. There are people that are responsible for keeping us safe and they can help. That star qualities are not always described accurately in the media. RED CROSS (Emergency Action lesson 1) Learn when to get adult help. Know how to call 999. Find out what happens when they call 999 and what information they need to give. Keep calm and help a person who needs first aid; and not worry – the 999 operator will help them.</p>	<p>We learn about talents and emotions. We learn about how what we do to our body can affect how healthy it is.</p>	<p>Brain, lungs, heart, stomach. Skills - Linguistic, logical, Impact. truthfulness, trustworthiness, loyalty, Star quality, portrayal, accurate. Sepsis awareness,</p>
<p>6</p>	<p>They can set aspirational goals. That issues that are in the media can greatly affect their wellbeing. They can consider the outcomes when taking a risk. Risks can be reduced and how. RED CROSS (Emergency Action lesson 2) Learn when to get adult help. Know how to call 999. Find out what happens when they call 999 and what information they need to give. Keep calm and help a person who needs first aid; and not worry – the 999 operator will help them. There are five steps they can use to help their wellbeing.</p>	<p>We learn how to protect our wellbeing and how to be informed about taking risks.</p>	<p>Decision, consequences, dreams, aspirations, achievements. Topical issues, body image, self harm. Misperception, influences, social norm, health issues, Injuries, emergency, sepsis. Give, learn, notice, connect, be active.</p>



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Progression of units Growing and Changing

Year	Curriculum Content	Concepts	Vocabulary
EY	<p>There are four different seasons.</p> <p>There are different life cycles for a butterfly and a frog.</p> <p>They will continue to grow until they are an adult.</p> <p>That babies grow in a birth mummy's tummy.</p> <p>That they will change as they grow.</p> <p>The name for their body parts.</p>	<p>We learn about different stages and cycles of life and our world.</p> <p>PE Link – Active body songs – Head, shoulder, knees and toes, one finger one thumb keep moving, Go noodle - knicky, knocky noo.</p>	<p>Summer, Spring, Winter, Autumn.</p> <p>Egg, tadpole, froglet, frog, caterpillar, cocoon /pupa /chrysalis, butterfly.</p> <p>Grow, baby, child, teenager, adult, old age.</p> <p>Families, love.</p> <p>Private parts, shoulder, elbow etc..</p> <p>Gender, stereotypes.</p>
1	<p>They keep their body healthy with food, water, exercise and sleep. Science link</p> <p>They have changed as they have grown up in ability and looks.</p> <p>A baby needs looking after and has needs. Science link</p> <p>They can tell someone if they witness or experience bullying. Antibullying link.</p> <p>There is a difference between a surprise and a secret and who to tell if they feel uncomfortable.</p> <p>There are parts of their body that are private, how they remain private and who they can talk to about them. NSPCC - PANTS Science link</p>	<p>We learn what is a healthy relationship and how to resolve conflict by listening and telling a trusted adult.</p>	<p>Healthy, water, 5 a day, routine.</p> <p>Then, now, younger, older, toddler, baby.</p> <p>Milk, dummy, cuddles</p> <p>Witness.</p> <p>Surprise, secret, uncomfortable.</p> <p>Private, PANTS, uncomfortable.</p>
2	<p>They can give someone positive feedback as support.</p> <p>They will experience feelings when they say goodbye to a close person.</p> <p>They are capable of different things at different stages of their lives. Science link</p> <p>They have different body parts if they are a girl or a boy and these can help us make babies. Science link.</p> <p>That privates are private and you shouldn't touch without permission.</p> <p>Some touches are good, and some are bad. Anti-bullying link.</p>	<p>We learn our bodies change as we grow, and our body parts all have an important function.</p>	<p>Supportive, positive feedback.</p> <p>Resilience, reunited, loss.</p> <p>Stages, past, future.</p> <p>Testicles, penis, vulva, nipples, sperm.</p> <p>Private, parts, belongings, information, permission.</p> <p>Inappropriate touch, secrets, surprises, trusted adult.</p>
3	<p>They have different relationships with different people.</p> <p>They can use strategies to keep their personal space.</p> <p>They can use strategies to keep them safe browsing online. Online Safety Link</p> <p>They can say safe and unsafe secrets and if they feel uncomfortable, they can tell a trusted person.</p> <p>That babies are formed when a sperm meets the egg, periods happen as part of puberty.</p>	<p>We learn about how amazing our bodies are and how they change as they grow and form babies.</p>	<p>Positive, healthy relationships.</p> <p>Personal space, inappropriate, appropriate.</p> <p>Browse, internet, website.</p> <p>Secret, surprise, uncomfortable.</p> <p>Dare.</p> <p>Sperm, egg, periods, puberty.</p> <p>Red cross, emergency.</p>



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	<p>RED CROSS (Help save lives lesson 1) Keep themselves safe. Give first aid in different situations. Know when they need to get help; and know what to do in an emergency.</p>		
4	<p>There are strategies they can use to deal with change. That puberty can have a physical and emotional impact. There are correct terms for their genitalia. That periods are part of the menstrual cycle for girls. There are people that can help them with an uncomfortable secret. People get married for different reasons and different circumstances.</p>	<p>We learn about how are bodies can change when we deal with difficulties and as we go through puberty.</p>	<p>Change, acceptance, geotagged, captioned, face Negotiation, compromise, conflict. Female: vulva, labia, clitoris, vagina, ovaries, eggs, womb, clitoris, labia, breasts Male: penis, testicles, sperm, pubic hair, sexual intercourse. Period, menstruation, eggs, Sanitary pads, tampons, menstruation cup, IVF. Secret, surprise, safe, unsafe. Marriage, legal, Same/Opposite sex, commitment, recognition, race, gender, religion, onformation.</p>
5	<p>They can use appropriate vocabulary to describe good or bad feelings. There is appropriate or inappropriate touch and who their trusted adults are. They can identify situations where someone might need to break a confidence in order to keep someone safe. They may need certain products to help them through puberty. They can name the external sex parts. They can find someone to listen when they are sad or nervous. That they have feelings when they are separated from something they like.</p>	<p>We explore puberty, sex and how our bodies change to make babies. We understand our feelings and what we can do if we feel unsafe. We learn about how to keep ourselves and others safe,</p>	<p>Resilience. Implication, appropriate. PANTS Childline. Independence, responsibility. Menstruation, deodorant, shower gel, tissues, sanitary protection, spot cream/skin cleanser. Puberty glossary. Relaxed, breathe, resilience. Separation</p>
6	<p>That the internet can help or hinder your wellbeing. They can understand and explain the difference between sex, gender identity, gender expression, sexual orientation and how this can be depicted online. Online Safety Link They can use certain behaviours to keep safe online. Online Safety Link They can use positive ways to deal with change for themselves and others. They can expect changes with puberty and how to report if they feel there or others safety is at risk. Science Link Sex can make a baby and how the sperm fertilises an egg. Science Link HIV affects the immune system and how to protect against getting it. Science link</p>	<p>We learn about how are bodies become adults, how to stay positive with changes and how babies are made.</p>	<p>Body image, portrayed, altered, manipulated. Safe, unsafe, confidential. Biological sex, gender identity, gender expression, sexual orientation. Positive, negative, reaction, sensitive. Building self-esteem, peer influence, peer pressure. Menstruation, Female genital mutation, physical emotional and psychological changes. Semen, vaginal fluid, condom, prejudice. HIV, infection, ,transmitted,</p>



St. Katharine's Primary School PSHE Progression Pathway

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St. Katharine's Primary School PSHE Progression Pathway

Focus	Curriculum Content	Concepts	Vocabulary
EY	Children will know that:		
	<p>People can be different and the same. That they like and dislike different things. Everybody has someone that is special to them. There are different people that they can ask for help. They feel emotions in different situations. They can help people to manage their feelings.</p>	<p><u>Me and My Relationships</u> We learn about what makes us special, people that are close to us and how to get help PE Link - Provide challenge cards in your outdoor area, with things to help children show their skills and to show how they can become better at things, with practice.</p>	<p>Same, different, unique Favourite Special, family Upset, help, problem, worried, scared. Emotions, feelings, excited, happy and cross.</p>
	Trick Box – Mirror Mirror	Say nice things to yourself even in the mirror.	I can say nice things to myself and feel good.
	<p>They all have features that are the same. It is good to be different. Everyone has different families all around the world. All around the world people live in different houses. Being kind is what you say and what you do. Anti-bullying Link They have lots of different friends within the class.</p>	<p><u>Valuing Difference</u> We learn about similarities and difference, celebrating these and showing kindness. PE Link - Activities that mean sharing is necessary, e.g. providing some different sized balls or a few bats and balls, then asking children to make up a game using them or cooperation activities such as passing a hoop around the circle.</p>	<p>Differences, similarities, special. Features Families House, home, bungalow, flat. Friendship, kindness, actions, words. Friendly, new.</p>
	Trick Box – Stand Tall	Think about the good things about you and stand tall.	I can choose to look and feel confident.
	<p>There are different things we put on our bodies. There are different things we put in our bodies. They need to keep safe indoors and outdoors. Listening to adults can keep us safe and they can tell a trusted adult if they don't feel safe. They need to stay safe online. Online safety Link There are lots of people that can help keep us safe. NSPCC - PANTS</p>	<p><u>Keeping Safe</u> We learn about keeping our bodies safe, safe secrets and touches and people who help to keep us safe. PE Link – Talk about managing risks on the equipment before PE lessons and going outside.</p>	<p>Protect, clean, sooth, warm, pleasant, unpleasant, safe. Medicine, poorly, unsafe, dangerous, poisonous, risks. Safe, unsafe, electricity, plugs, hobs, detective, hot, boiling, shock, fire. Inappropriate, trusted, danger. Keeping safe online, child friendly, personal information. Trusted adult, police, fire, ambulance, crossing patrol.</p>
Trick Box – Breathing Colour	Choose a colour for the feeling you want to change. Breathe this colour out. Choose a colour for the feeling you want instead. Breathe this colour in.	I can breathe colours in and out to change my feelings.	



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EY	<p>They can be part responsible for looking after their family's feelings. They can be responsible for looking after their friend's feelings. They can be responsible for looking after their classroom. They can be responsible for caring for the world. They can be responsible with money by spending wisely. They can be responsible with money by saving or keeping it safe.</p>	<p>Rights and Respect We learn about looking after things: friends, environment and money. PE Link – Creating an obstacle course and guiding their friend safely through it.</p>	<p>Roles, responsibilities, feelings, appreciation. Consent, feelings, emotions, strangers, charity. Jobs, monitors. Environment. Money, employment, coins, notes, debit/credit cards, till, price tags/labels, receipts, purses/wallets, shopping trolley/basket, piggy bank, ATM, chip and pin machine.</p>
	<p>Trick Box – Floating cloud</p>	<p>Imagine floating on a cloud. Slowly relax your body from your toes to your head.</p>	<p>I can relax my whole body and feel good.</p>
	<p>They can bounce back when things go wrong. They can have a go at new activities. Healthy food makes our body healthy all over. Eating the right food, sleep and hygiene keeps us happy. Exercise keeps our body happy. A good night sleep helps keep our bodies healthy.</p>	<p>Being My Best We learn about keeping our bodies healthy with food, exercise and sleep. We learn about having a 'Growth Mindset'. PE Link -Encourage children to take risks in physical activities where they will have to persist and pick themselves up if they fall or make a mistake. Understanding healthy food and exercise.</p>	<p>Bounce back, resilience, quit, failure. Can't, can, have a go, I can try. Bones, teeth, muscles, energy, cereals (carbohydrates), proteins, fruit, vegetables, dairy. Exercise, activity, fresh air. Germs, energy, routine.</p>
	<p>Trick Box – Win Win</p>	<p>Think – How can we both win?</p>	<p>We can find a way to both 'win' even when we disagree.</p>
	<p>There are four different seasons. There are different life cycles for a butterfly and a frog. They will continue to grow until they are an adult. That babies grow in a birth mummy's tummy. That they will change as they grow. The name for their body parts.</p>	<p>Growing and Changing We learn about different stages and cycles of life and our world. PE Link – Active body songs – Head, shoulder, knees and toes, one finger one thumb keep moving, Go noodle - knicky, knocky noo.</p>	<p>Summer, Spring, Winter, Autumn. Egg, tadpole, froglet, frog, caterpillar, cocoon /pupa /chrysalis, butterfly. Grow, baby, child, teenager, adult, old age. Families, love. Private parts, shoulder, elbow etc.. Gender, stereotypes.</p>
<p>Trick Box – Free Flow</p>	<p>Do things you like and something new.</p>	<p>I enjoy practising and getting better at things.</p>	



St. Katharine's Primary School PSHE Progression Pathway

Focus	Curriculum Content	Concepts	Vocabulary
Y1	<p>Children will know that:</p> <p>That they can contribute to their classroom rules and they keep us safe. They need to listen effectively to be able to resolve problems. Antibullying link. Emotions can give them a physical reaction. That they can identify feelings bad/good and how they make us behave. That bodies get hurt and there are different things we can do to make them better. What a good friend is and how to make up.</p>	<p><u>Me and My Relationships</u> We learn to understand our emotions and keep healthy. We begin to learn that their behaviour can affect other people.</p>	<p>Teamwork, responsibility. Care, respect. Resolution conflict. Facial expression, body language. Feelings –upset, worried. Hurt feelings/hurt body. Friendship, making up. Affected, behaviour, kind, unkind, helpful, unhelpful.</p>
	<p>Trick Box – Big Voice</p>	<p>Believe in yourself; say, “I can do it.”</p>	<p>I say ‘I can do it’ to myself and I feel strong inside.</p>
	<p>There are similarities and differences in people. That there is a difference between unkindness, teasing and bullying. Antibullying link. School rules help them to stay safe. They can say what is fair or unfair to themselves and others. There are qualities that makes a person special.</p>	<p><u>Valuing Difference</u> We learn how our feelings can affect others, how to emphasise with different people and how to be a good friend.</p>	<p>Unique, similarities, differences. Unkindness, teasing, bullying. Rules, school pulse. Fair/unfair. Friendship qualities. Empathy, positive aspects.</p>
	<p>That sleep is important to maintain a healthy lifestyle. Science link There are people to help them if they feel unsafe. That there is a difference between a good and bad touch. That we don't share personal information online. Computing Link Medicines need to be used responsibly to make people better. There is a range of feeling associated with loss.</p>	<p><u>Keeping Safe</u> We learn about how to keep our bodies safe and who can help us to keep safe.</p>	<p>Routine, balanced, lifestyle. Qualities, special people. Trust, good/bad touch, inappropriate. Personal information, internet, real, not real, safe. Responsible, medicine, tablet, illness. Change, new experience, reaction, loss.</p>
	<p>Trick Box – Sunny Side</p>	<p>When something seems bad, find a sunny side.</p>	<p>I can choose to see the sunny side.</p>



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Y1	<p>They can identify feelings and how they can affect our behaviour and others. They can identify who looks after the school environment. They can look after themselves and others. The role of money in their house and the world. That they can save money and look after it. RED CROSS (stay safe lesson 1) -Identify dangers by looking and listening; Decide if an area is safe; Make an area safe; and Be able to help someone without risk to themselves.</p>	<p><u>Rights and Respect</u> We learn what it means to be a part of a community, how they can help to take care of people and the environment and the role money has.</p>	<p>Helpful/unhelpful, behaviour. Environment, community, affect. Needs, responsibility Gifts, pocket money, jobs, bank. Saving money. Service, ambulance, emergency, first aid. Environment.</p>
	<p>Eating 5 a day can help to maintain a healthy lifestyle. Science link They can make the right food choices to keep healthy. Science and DT link They can be informed and follow a personal hygiene routine. Science link They can help to prevent the spread of disease. They can learn new skills by having the opportunity to fail and practise. Positive feedback makes you feel better. Antibullying link. The body part names and their functions. Science link</p>	<p><u>Being My Best</u> We learn how to keep our bodies healthy with food, sleep and exercise.</p>	<p>Fruit, vegetables. Healthy, protein, dairy, carbohydrate, sugar, fat. Worried, nervous, angry, confused, happy. Hygiene, germs, routine. Catch it, bin it, kill it, disease. Oxygen. Challenge, practise. Feedback, support, encouragement. Challenge, fail, mistakes, practice, resilience. Heart, lungs, stomach, blood, oxygen, intestines, digested, brain.</p>
	<p>Trick Box – Light Bulb</p>	<p>Think of the answer not the problem.</p>	<p>I have lots of great ideas for solving problems.</p>
	<p>They keep their body healthy with food, water, exercise and sleep. Science link They have changed as they have grown up in ability and looks. A baby needs looking after and has needs. Science link They can tell someone if they witness or experience bullying. Antibullying link. There is a difference between a surprise and a secret and who to tell if they feel uncomfortable. There are parts of their body that are private, how they remain private and who they can talk to about them. NSPCC - PANTS Science link</p>	<p><u>Growing and Changing</u> We learn what is a healthy relationship and how to resolve conflict by listening and telling a trusted adult.</p>	<p>Healthy, water, 5 a day, routine. Then, now, younger, older, toddler, baby. Milk, dummy, cuddles Witness. Surprise, secret, uncomfortable. Private, PANTS, uncomfortable.</p>



St. Katharine's Primary School PSHE Progression Pathway

Focus	Curriculum Content	Concepts	Vocabulary
Y2	<p>Children will know that:</p> <p>There are rules we can follow to contribute to a positive classroom. They can contribute to the rules of the classroom. They can identify feelings and how to react to them. They can deal with their emotions and get help if they need it. They have special people in their lives and why they are special, friends are kind and care. That bullying is unacceptable in any form. Anti-bullying link. There are strategies they can use for dealing with bullying. Anti-bullying link. There is a difference between teasing and bullying. Anti-bullying link.</p>	<p><u>Me and My Relationships</u> We learn about emotions, how they affect us and others.</p>	<p>Positive, pledge. Rules, responsibility. Happiness, sadness, anger, fear, surprise, nervousness. Positive, feelings, responding. Teasing, bullying. Bullying, unacceptable, isolated.</p>
	<p>Trick Box – Magic Circle</p>	<p>To feel confident, think confident thoughts and make a magic circle with your thumb and finger.</p>	<p>I feel strong inside when I make a magic circle.</p>
	<p>There are differences and similarities on the inside and outside. Anti-bullying link. That there are special people in their lives who are all there to help. Their own behaviour and others can affect how people feel. They are part of a group. Kindness and unkindness can impact on how someone feels. Anti-bullying link. They can be an active listener and can help to negotiate social situations.</p>	<p><u>Valuing Difference</u> We learn about being a good friend and what that means, how we treat other people and features that make us different or the same.</p>	<p>Respect, differences, similarities, respect. Trusted adult. Negative/positive behaviour. Left out, strategy, group, community. Kind, unkind, acts of kindness. Positive relationships, negotiation, eye contact, nodding head, appropriate noises.</p>
	<p>They need to use medicine sensibly. Science link. Situations can make us feel safe or unsafe. Online Safety Link They can use language to help them stay safe. Privates and private belongings need permission to touch. Telling someone about inappropriate touch means it will stop. They can tell someone they trust if a secret makes them feel uncomfortable.</p>	<p><u>Keeping Safe</u> We learn about how to keep ourselves safe in different situations and who we can tell if we don't feel safe.</p>	<p>Responsibility, safety. Safe, unsafe, completely safe. Yes, no, I'll ask., I'll tell... PANTS Permission, privacy, respect. Appropriate touch, facial expression and body language. Trust, secrets, surprises.</p>
	<p>Trick Box – Big No</p>	<p>Think – sometimes you need to say “No”</p>	<p>It's ok for me to think first and say; 'no'.</p>



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Y2	<p>There are strategies they can use for getting on with other people. They can use strategies to deal with impulsive behaviour. There are people at school that can help them feel safe. They can learn how to stay safe online. Computing link How we can save money and how it makes us feel when we spend it on different things. They can spend money on essential and non-essential items.</p>	<p><u>Rights and Respect</u> We learn about how to respect ourselves and others. How to keep safe online and how there are people that can help us.</p>	<p>Negotiation, compromise. Erupting, impulsive. Internet, Personal information. Spending, saving. Essential, non-essential, save, spend.</p>
	<p>They can learn new things in different situations. They can choose to live a healthy lifestyle. Keeping clean and having vaccinations is a way of keeping us healthy. Science link. Dental hygiene is important. Science link. Food, water, oxygen, sleep and exercise keep us healthy. Science link. Food, water and air are in our blood and travel to our internal organs. Science link. RED CROSS (stay safe lesson 2) -Identify dangers by looking and listening; Decide if an area is safe; Make an area safe; and Be able to help someone without risk to themselves.</p>	<p><u>Being My Best</u> We learn that our bodies need essential ingredients to keep us healthy and how our bodies use these ingredients.</p>	<p>Encouragement, positive mindset. Healthy, unhealthy. Prevention, germs. Teeth, routine. Oxygen, energy. Heart, lungs, intestine, brain. First aid, British red cross, life, live it, injuries, emergency services.</p>
	<p>Trick Box – Big Yes</p>	<p>Think – could saying “yes” be good?</p>	<p>I can think first and say ‘yes’ to new things.</p>
	<p>They can give someone positive feedback as support. They will experience feelings when they say goodbye to a close person. They are capable of different things at different stages of their lives. Science link They have different body parts if they are a girl or a boy and these can help us make babies. Science link. That privates are private and you shouldn't touch without permission. Some touches are good, and some are bad. Anti-bullying link.</p>	<p><u>Growing and Changing</u> We learn our bodies change as we grow, and our body parts all have an important function.</p>	<p>Supportive, positive feedback. Resilience, reunited, loss. Stages, past, future. Testicles, penis, vulva, nipples, sperm. Private, parts, belongings, information, permission. Inappropriate touch, secrets, surprises, trusted adult.</p>



St. Katharine's Primary School PSHE Progression Pathway

Focus	Curriculum Content	Concepts	Vocabulary
Y3	Children will know that:		
	<p>Rules are different at different ages and there are consequences to breaking them. Online Safety Link</p> <p>They have special relationships and can help to keep them positive. They can use strategies for resolving conflict.</p> <p>They can define and use collaboration to achieve success.</p> <p>They can identify qualities of friendship and how to make up.</p> <p>They can put forward reasons to validate their opinion.</p> <p>No-one should force them to do a dare they feel uncomfortable with.</p> <p>They can understand the feelings associated with loss.</p>	<p>Me and My Relationships</p> <p>We learn about relationships how they differ, the role they can play in keeping them positive and that people all have different needs.</p>	<p>Rules, consequences.</p> <p>Compromise, win win, reporters.</p> <p>Conflict, accommodate, opinions.</p> <p>Tangram, collaborate, cooperate.</p> <p>Compromise, win win.</p> <p>Agree, disagree, opinions, viewpoint.</p> <p>Dare, force, uncomfortable, unsafe.</p> <p>Bereavement, loss.</p>
	Trick Box – Stand as if...	If you want to feel relaxed or confident or happy – stand or sit like that.	I can change how I feel when I change how I stand or sit.
	<p>They can respect others views and listen effectively.</p> <p>There are different types of families in our world.</p> <p>Being part of a community can help their wellbeing.</p> <p>Britain is diverse and there are qualities we need to help us to get together.</p> <p>Name calling is a type of bullying. Online Safety Link</p> <p>Bullying can happen because of prejudicial views. Anti-bullying and Online Safety Link</p>	<p>Valuing Difference</p> <p>We learn about respect being two way in listening, touching and understanding difference.</p>	<p>Respectful language, listening, viewpoint.</p> <p>Same sex, adopted, fostered, single parent, non-judgmental, respectful.</p> <p>Communities, groups, mental wellbeing.</p> <p>Origin, diverse, national, regional, ethnic and religious backgrounds.</p> <p>Similarities, differences.</p> <p>Prejudice, opinions, views.</p>
	<p>They can identify and manage risk.</p> <p>They can use strategies to keep them safe.</p> <p>They can assess risks and who can help them with this.</p> <p>Their personal information must not be shared online. Online Safety Link</p> <p>Drugs can be helpful or harmful.</p> <p>There are risks associated with cigarettes and alcohol.</p> <p>They can make informed decisions.</p>	<p>Keeping Safe</p> <p>We learn about how to manage risks and stay safe in all situations.</p>	<p>High, medium, low risk, reducing.</p> <p>Completely safe/unsafe.</p> <p>Managing Risk</p> <p>Offline, online, personal information, inappropriate.</p> <p>Nicotine, drugs, chemicals, harmful.</p> <p>Misuse, illegal.</p> <p>Decision making.</p>
	Trick Box – Signal change	Stop – get ready to make a change and go!	I can use the traffic lights to help me be my best me.



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Y3	<p>There are people responsible for keeping them safe. There is a difference between fact and opinion. People volunteer to help communities. There are different ways money is earned and spent. A Job provides you with an income. They can help to look after the environment. There are different ways they can help their community.</p>	<p>Rights and Respect We learn about rules help to keep our community safe, how they can help and how money is earned and spent.</p>	<p>Key people. Fact, opinion, perceived, event. Local, responsibility, volunteer, benefits. Income, saving, spending, utility bills, skill, experience, training, responsibility. Environment, priority.</p>
	<p>The different food groups benefit the body. PE link Some illnesses can be spread and how we can prevent it. Internal organs need food, air and water. Science link. They can discuss their own viewpoints respectfully in a debate. They all have different skills, and these can be developed. They have talents and they should be realistic about these. Their body must work together as a team to be most effective.</p>	<p>Being My Best We learn about how to keep our bodies healthy.</p>	<p>Eatwell, balanced, healthy, protein, carbohydrates, dairy, vegetables, fruit. Infectious, hygiene routines, campaign, media. Function, internal organs. Healthy, positive. Achieve, improve. Skills, talents. Harmful, brain, messages, nerves.</p>
	<p>Trick Box – Ask How</p>	<p>Ask, “How can I ...?”</p>	<p>I can find the answer if I ask; ‘how’.</p>
	<p>They have different relationships with different people. They can use strategies to keep their personal space. They can use strategies to keep them safe browsing online. Online Safety Link They can say safe and unsafe secrets and if they feel uncomfortable, they can tell a trusted person. That babies are formed when a sperm meets the egg, periods happen as part of puberty. RED CROSS (Help save lives lesson 1) Keep themselves safe. Give first aid in different situations. Know when they need to get help; and know what to do in an emergency.</p>	<p>Growing and Changing We learn about how amazing our bodies are and how they change as they grow and form babies.</p>	<p>Positive, healthy relationships. Personal space, inappropriate, appropriate. Browse, internet, website. Secret, surprise, uncomfortable. Dare. Sperm, egg, periods, puberty. Red cross, emergency.</p>



St. Katharine's Primary School PSHE Progression Pathway

Focus	Curriculum Content	Concepts	Vocabulary
Y4	Children will know that:		
	They can work successfully as a team. They know what makes a positive healthy relationship. There are times when they need to say no to a friend. That feelings can affect our physical state. People can have different feelings in the same situations. That feelings can change when they have more information. That pressure can be unhealthy, risky and unacceptable. Anti-bullying Link .	<u>Me and My Relationships</u> We learn about how relationships work and how both people must compromise to make a relationship successful.	Collaboration. Qualities, admiration, negotiate. Assertive, compromise, respectful. Intensity, physical state, lonely, ashamed, guilty, threatened devastated, wretched, downcast. Feelings, appropriate. Regret, informed. Pressure, unacceptable, deliberately, repeatedly.
	Trick Box – Super states	Think strong, confident thoughts and your body will feel strong and confident.	I think confident thoughts and my body feels strong.
	They can negotiate and compromise to manage conflict. There are consequences to aggressive behaviour. That our world is diverse, and they need to respect them. They can identify what a stereotype is. That you have different relationships with different people. They have a right to protect their personal body space.	<u>Valuing Difference</u> We learn about how to deal with conflict in relationships and how this can sometimes be because of differences.	Puberty, hormones, conflict, compromise. consequences, aggression. Ethnicity, gender, religious beliefs, customs, festivals. Stereotype, headlines, media. Friend, acquaintance, influence. PANTS
They can assess whether a situation is risky, hazardous and dangerous. There are strategies they can use to manage a dare. They can identify feelings of unsafe and say no. That they can be influenced by what they see or hear. They need to have consent to share content online. Online Safety Link They can take precautions to keep them healthy. Alcohol and drugs have effects that are risky. That they don't share personal information online. Online Safety Link	<u>Keeping Safe</u> We learn how to deal with choices and learn strategies to cope with pressure to keep them safe.	Danger, risk, hazard. Dare, scenario. Influence, media, respectful, courteous. Consent, images, online, digitally, Infections, germs, harmful. Legal age, nicotine, laws. Personal information.	



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Y4	Trick Box – Break through	Break through the wall!	I can break through the 'I can't' wall.
	<p>They can help others to make sure they stay healthy and safe. Humans have rights and responsibilities. They can engage and contribute to rules. That there choices can be influenced by what they see or hear. They can play a role in influencing the outcome of a situation. Anti-bullying Link They can understand how money is used to sustain a home. They understand why we pay taxes and how they are spent. Different organisations around the world take care of the environment.</p>	<p><u>Rights and Respect</u> We learn about the influence they have in the community and how they can help to look after the environment.</p>	<p>Responsible, community, reliable, trustworthy. Rights and Responsibilities. Rules, democratic, debate. Media By-stander, anti-social behaviour. Income, expenditure. Taxes, income tax, national insurance, VAT, payslip, public services. National, International.</p>
	<p>That everyone has unique qualities. There are consequences for negative and positive pressure. Anti-bullying Link. There are changes that happen in our body when we eat, sleep and exercise. PE and Science link. They can play a role in recycling to help the environment. There are good qualities and attributes of people who help in the community. RED CROSS (Help save lives lesson 2 and 3) Keep themselves safe. Give first aid in different situations. Know when they need to get help; and know what to do in an emergency. That volunteering is good for Wellbeing.</p>	<p><u>Being My Best</u> We learn how to keep healthy by choices they make to keep them happy and healthy.</p>	<p>Uniqueness, qualities, talents, diversity. Choices Balanced, hydrated, wellbeing, mental health. Refuse, reduce, re-use, rot, recycle, repair, re-think. Community, quality, attribute. Common injuries. Volunteer, Connect, Be Active, Take Notice, Keep Learning, Give.</p>
	Trick Box - Brilliant beliefs	Keep a list of the great things about you.	There are lots of great things about me.
	<p>There are strategies they can use to deal with change. That puberty can have a physical and emotional impact. There are correct terms for their genitalia. That periods are part of the menstrual cycle for girls. There are people that can help them with an uncomfortable secret. People get married for different reasons and different circumstances.</p>	<p><u>Growing and Changing</u> We learn about how are bodies can change when we deal with difficulties and as we go through puberty.</p>	<p>Change, acceptance, geotagged, captioned, face Negotiation, compromise, conflict. Female: vulva, labia, clitoris, vagina, ovaries, eggs, womb, clitoris, labia, breasts Male: penis, testicles, sperm, pubic hair, sexual intercourse. Period, menstruation, eggs, Sanitary pads, tampons, menstruation cup, IVF. Secret, surprise, safe, unsafe. Marriage, legal, Same/Opposite sex, commitment, recognition, race, gender, religion, onformation.</p>



St. Katharine's Primary School PSHE Progression Pathway

Focus	Curriculum Content	Concepts	Vocabulary
Y5	<p>Children will know that:</p> <p>There are attributes to working collaboratively. They can use strategies for resolving difficult issues and situations. That socialising online must be respectful and can be misinterpreted. Anti-bullying and Online Safety Link There are key qualities of friendship and assess how they rate as a friend. They can identify what makes an unhealthy relationship. There emotional needs change according to their circumstance. There are different behaviours, passive, aggressive and assertive.</p>	<p><u>Me and My Relationships</u> We learn about how relationships work with ourselves and others. How to stop inappropriate behaviour and how to be a good friend.</p>	<p>Collaboration, attributes. Negotiation, compromise. Online, face-to face, cyber bullying, ridicule, manipulate, perpetrate. kindness, generosity, trust, sharing interests/ experiences, supportive. Confidential. Lies, broken promises all the time, feeling unsafe, physical abuse, telling someone they are stupid all the time, verbal abuse, being neglected, uncomfortable touching, physical or sexual abuse, Emotional needs, coping strategy. Assertive, passive, aggressive.</p>
	<p>Trick Box – Super stretch</p>	<p>Stretch your comfort zone; do something new or different.</p>	<p>I can do new things with a little 'stretch'.</p>
	<p>Explain how a friendship can last or end. They can be a respectful and active listener. Discriminatory behaviour can be challenged. Anti-Bullying Link. They need to have respect to live in our diverse society. They can identify that people sometimes get bullied because of the way they express their gender. Anti-Bullying Link They can have a negative or positive impact on other people as an individual or a group.</p>	<p><u>Valuing Difference</u> We learn about how our diverse community works, the role they and others play.</p>	<p>Qualities, friendship. Look at the speaker, stop other activity, give facial affirmation – nods, smiles, avoid interrupting. Discrimination, racism, injustice. Diverse, faith, belief, mutual respect. Biological sex, Gender identity, Gender expression, Sexual orientation.</p>
	<p>They can use strategies and skills to deal with bullying for themselves and others. Anti-bullying and Online Safety Link. That disrespectful behaviour online must be reported, and personal information must be kept safe. Anti-bullying and Online Safety Link That there are strategies for dealing with risky situations. They can suggest ways of standing up to someone who gives a dare. That vaping may have potential health risks. That they can weigh up the risk factors when things through a decision. Habits can be hard to change. That some drugs are harmful and some cure. Behaviour that are unusual like smoking are more likely to get noticed.</p>	<p><u>Keeping Safe</u> We learn about risks, online safety and how these should be dealt with responsibly.</p>	<p>Bullying, cyber bullying. Personal Information, disrespectful, expected. Risky dares, scenarios. Dilemma. Vaping. Weighing up risks, positive, negative. Habits, common, harmful, addiction. Medicine, drugs, nicotine, alcohol. Graph, normal, perceptions.</p>



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Y5	Trick Box – Calm thumb There are issues that concern health and wellbeing that are highlighted in the media. There is a difference between fact and opinion. There is value in voluntary work in the community. They can define the differences between rights, responsibilities and duties. There are costs involved when buying and selling an item. They have strategies for dealing with personal finance. There are areas in the community that the council have responsibility for.	To relax, breathe slowly and deeply and rub your thumb.	I can rub my thumb and breathe slowly to calm down.
	The four main organs have specific functions. That they have their own strengths or talents, and these can be improved. They can suggest ways that can improve their school community. There are people that are responsible for keeping us safe and they can help. That star qualities are not always described accurately in the media. RED CROSS (Emergency Action lesson 1) Learn when to get adult help. Know how to call 999. Find out what happens when they call 999 and what information they need to give. Keep calm and help a person who needs first aid; and not worry – the 999 operator will help them.	Rights and Respect We learn about how the community works and how money is managed by themselves and within the community.	Health initiatives, articles, mis-perceptions, stimulant. Biased Voluntary, community, pressure. Responsibility Consumer, produce, spending wisely. Loan, credit, debt, interest. Elected, councillor, council, district, borough, education, transport, planning, fire and public safety, social care, libraries, waste management, trading standards, rubbish collection, recycling, Council Tax collections, housing, planning applications.
	Trick Box – Marvellous Me	Being My Best We learn about talents and emotions. We learn about how what we do to our body can affect how healthy it is.	Brain, lungs, heart, stomach. Skills - Linguistic, logical, Impact. truthfulness, trustworthiness, loyalty, Star quality, portrayal, accurate. Sepsis awareness,
	They can use appropriate vocabulary to describe good or bad feelings. There is appropriate or inappropriate touch and who their trusted adults are. They can identify situations where someone might need to break a confidence in order to keep someone safe. They may need certain products to help them through puberty. They can name the external sex parts. They can find someone to listen when they are sad or nervous. That they have feelings when they are separated from something they like.	Say, “Say, “well done” to yourself. Growing and Changing We explore puberty, sex and how our bodies change to make babies. We understand our feelings and what we can do if we feel unsafe. We learn about how to keep ourselves and others safe,	I can say ‘well done’ to myself. Resilience. Implication, appropriate. PANTS Childline. Independence, responsibility. Menstruation, deodorant, shower gel, tissues, sanitary protection, spot cream/skin cleanser. Puberty glossary. Relaxed, breathe, resilience. Separation



St. Katharine's Primary School PSHE Progression Pathway

Focus	Curriculum Content	Concepts	Vocabulary
Y6	Children will know that:		
	<p>They need to collaborate to complete a task.</p> <p>They can negotiate and compromise to achieve a goal.</p> <p>They needed to use respect and assertion within friendships.</p> <p>There are consequences to how you react to someone.</p> <p>People behave differently when put under pressure. Online Safety Link</p> <p>They can understand assertive behaviour. Antibullying link</p> <p>They have a right to choose whether they marry someone and understand commitment in a relationship.</p> <p>Inappropriate touch is illegal.</p>	<p><u>Me and My Relationships</u></p> <p>We learn about relationships and how circumstances can make us think or change our behaviour.</p>	<p>Collaboration, skills.</p> <p>Negotiation, compromise.</p> <p>Challenge, respect, assertive.</p> <p>Positive, negative, neutral, inappropriate, Influences, pressure.</p> <p>Civil partnership, LGBT, forced marriage, arranged marriage.</p> <p>Appropriate, illegal, PANTS.</p>
	Trick Box – Different Sum	If you want something different, do something different.	If I want a different result, I can do something in a different way.
	<p>They can empathise and recognise patterns of behaviour in groups. Antibullying Link</p> <p>There are strategies they can use to deal with bullying. Anti-Bullying Link</p> <p>There is verbal and non-verbal respect.</p> <p>That we live in a diverse society and we need to respect differences.</p> <p>That you have different relationships with people.</p> <p>They can challenge gender stereotypes.</p>	<p><u>Valuing Difference</u></p> <p>We learn about ourselves, how similar we all are and how to be accepting of difference.</p>	<p>Peer group dynamics, emotional needs, conflict resolution, reinforcer, defender, bystander.</p> <p>Conflicting emotions, acting independently, Responsibility.</p> <p>Cultural norm, verbal, non-verbal, respectful, disrespectful.</p> <p>Tolerance, faith, beliefs. mutual respect.</p> <p>Acquaintance, friendship, qualities</p> <p>Stereotype, portrayal, media, assumptions.</p>
	<p>Online posts can be spread. Online Safety Link</p> <p>There are strategies they can use to stay safe online and how to be respectful. Online Safety Link</p> <p>How to keep information private online and that sexual images are illegal. Online Safety Link</p> <p>An addiction is a type of behaviour that helps with an emotional need.</p> <p>Drugs have a medical and non-medical use. Science and PE link.</p> <p>There is a law associated with drugs.</p> <p>There are risks with drinking alcohol.</p> <p>Emotional needs impact a person's behaviour and how they can be met.</p> <p>Independence and responsibility go together.</p>	<p><u>Keeping Safe</u></p> <p>We learn about the law and how to keep safe with drugs, alcohol and smoking. We also learn how to assess risks in situations in life and online.</p>	<p>Sexual images, consequences.</p> <p>Gender neutral, personal information, cybersafe. Posted, interaction, respectful, Think before you click.</p> <p>Sexual images, personal information.</p> <p>Habit, addiction, drugs, emotional need, emotional health.</p> <p>Positive, emotional needs, acceptable, risky.</p> <p>Stop, Think, Go ahead.</p> <p>Law, drug control, category, substance, cannabis, extasy, legal, illegal, possession, smoking, alcohol.</p> <p>Risk taking, peer pressure, risk continuum.</p> <p>Keep learning, Connect, Take notice, Be active and Give.</p> <p>Weighing up, negative consequences, risk continuum.</p>
	Trick Box – 1,2,3 Magic	To feel calm; touch your forehead, put your worry on your finger tip and slowly move it away.	I can feel calm with 123 magic.



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Y6	<p>That facts are different to opinions. Social media has a legal age for a reason. Online Safety Link That they can save money and gain interest. That you pay TAX and VAT as a proportion of your earnings. They understand what environmentally sustainable means. That communities have a mission statement to make a change locally, nationally or internationally. They can design, run and evaluate a project to make change in their community. That we live in a democracy and what that means. That rules are made for a reason. That they are part of a community locally and nationally and can help their wellbeing. PE Link</p>	<p><u>Rights and Respect</u> We learn about the role we all have in keeping the community safe for the future.</p>	<p>Biased, unbiased. Social media account, profile. Interest, investment, sales, savings. TAX, VAT, jobs. Environment, sustainable, earths resources, compost, recycling. Advertising, mission statement. Community groups, voluntary, Charity, raising profile, fundraising. Democracy, parliament, vote, local council, election. Law, passed, enforced, House of Commons.</p>
	<p>They can set aspirational goals. That issues that are in the media can greatly affect their wellbeing. They can consider the outcomes when taking a risk. Risks can be reduced and how. RED CROSS (Emergency Action lesson 2) Learn when to get adult help. Know how to call 999. Find out what happens when they call 999 and what information they need to give. Keep calm and help a person who needs first aid; and not worry – the 999 operator will help them. There are five steps they can use to help their wellbeing.</p>	<p><u>Being My Best</u> We learn how to protect our wellbeing and how to be informed about taking risks.</p>	<p>Decision, consequences, dreams, aspirations, achievements. Topical issues, body image, self harm. Misperception, influences, social norm, health issues, Injuries, emergency, sepsis. Give, learn, notice, connect, be active.</p>
	<p>Trick Box – Great goals</p>	<p>Imagine your steps to reach your goal.</p>	<p>Achieving my goals is easier when I do them in my mind first.</p>
	<p>That the internet can help or hinder your wellbeing. They can understand and explain the difference between sex, gender identity, gender expression, sexual orientation and how this can be depicted online. Online Safety Link They can use certain behaviours to keep safe online. Online Safety Link They can use positive ways to deal with change for themselves and others. They can expect changes with puberty and how to report if they feel there or others safety is at risk. Science Link Sex can make a baby and how the sperm fertilises an egg. Science Link HIV affects the immune system and how to protect against getting it. Science link</p>	<p><u>Growing and Changing</u> We learn about how are bodies become adults, how to stay positive with changes and how babies are made.</p>	<p>Body image, portrayed, altered, manipulated. Safe, unsafe, confidential. Biological sex, gender identity, gender expression, sexual orientation. Positive, negative, reaction, sensitive. Building self-esteem, peer influence, peer pressure. Menstruation, Female genital mutation, physical emotional and psychological changes. Semen, vaginal fluid, condom, prejudice. HIV, infection, ,transmitted,</p>



St. Katharine's Primary School PSHE Progression Pathway

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	<p><u>Me and My Relationships</u> We learn about what makes us special, people that are close to us and how to get help PE Link TrickBox – Mirror mirror</p>	<p><u>Valuing Difference</u> We learn about similarities and difference, celebrating these and showing kindness. PE and AB Link TrickBox – Standing tall</p>	<p><u>Keeping Safe</u> We learn about keeping our bodies safe, safe secrets and touches and people who help to keep us safe. PE, RSE and OS Link TrickBox–Colour Breathing</p>	<p><u>Rights and Respect</u> We learn about looking after things: friends, environment and money. PE link TrickBox – Floating Cloud</p>	<p><u>Being My Best</u> We learn about keeping our bodies healthy with food, exercise and sleep. We learn about having a 'Growth Mindset'. PE Link TrickBox – Win Win</p>	<p><u>Growing and Changing</u> We learn about different stages and cycles of life and our world. PE, RSE and Sex Link TrickBox – Free Flow</p>
Year 1	<p><u>Me and My Relationships</u> We learn to understand our emotions and keep healthy. We begin to learn that their behaviour can affect other people. Anti-bullying link TrickBox – Big Voice</p>	<p><u>Valuing Difference</u> We learn how our feelings can affect others, how to emphasise with different people and how to be a good friend. Anti-bullying link</p>	<p><u>Keeping Safe</u> We learn about how to keep our bodies safe and who can help us to keep safe. Science and Computing Link TrickBox – Sunny side</p>	<p><u>Rights and Respect</u> We learn what it means to be a part of a community, how they can help to take care of people and the environment and the role money has. First Aid</p>	<p><u>Being My Best</u> We learn how to keep our bodies healthy with food, sleep and exercise. Anti-bullying, science and DT link TrickBox - Lightbulb</p>	<p><u>Growing and Changing</u> We learn what is a healthy relationship and how to resolve conflict by listening and telling a trusted adult. Anti-bullying, Science and RSE link</p>
Year 2	<p><u>Me and My Relationships</u> We learn about emotions, how they affect us and others. Anti-bullying link</p>	<p><u>Valuing Difference</u> We learn about being a good friend and what that means, how we treat other people and features that make us different or the same. Anti-bullying Link TrickBox – Magic Circle</p>	<p><u>Keeping Safe</u> We learn about how to keep ourselves safe in different situations and who we can tell if we don't feel safe. OS and Science Link</p>	<p><u>Rights and Respect</u> We learn about how to respect ourselves and others. How to keep safe online and how there are people that can help us. Computing link TrickBox – Big No</p>	<p><u>Being My Best</u> We learn about how to keep our bodies healthy. PE and Science Link</p>	<p><u>Growing and Changing</u> We learn about how amazing our bodies are and how they change as they grow and form babies. TrickBox – Big Yes OS and RSE Link First Aid</p>
Year 3	<p><u>Me and My Relationships</u> We learn about relationships how they differ, the role they can play in keeping them positive and that people all have different needs. OS link TrickBox – Stand as if..</p>	<p><u>Valuing Difference</u> We learn about respect being two way in listening, touching and understanding difference. OS and Anti-bullying Link</p>	<p><u>Keeping Safe</u> We learn about how to manage risks and stay safe in all situations. OS Link TrickBox – Signal Change</p>	<p><u>Rights and Respect</u> We learn about rules help to keep our community safe, how they can help and how money is earned and spent.</p>	<p><u>Being My Best</u> We learn about how to keep our bodies healthy. PE and Science Link TrickBox – Ask how</p>	<p><u>Growing and Changing</u> We learn about how amazing our bodies are and how they change as they grow and form babies. OS and RSE Link First Aid</p>



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<p>Year 4</p>	<p><u>Me and My Relationships</u> We learn about how relationships work and how both people must compromise to make a relationship successful. Anti-bullying Link TrickBox – Super States</p>	<p><u>Valuing Difference</u> We learn about how to deal with conflict in relationships and how this can sometimes be because of differences.</p>	<p><u>Keeping Safe</u> We learn how to deal with choices and learn strategies to cope with pressure to keep them safe. OS Link TrickBox – Break Through</p>	<p><u>Rights and Respect</u> We learn about the influence they have in the community and how they can help to look after the environment. Anti-bullying Link</p>	<p><u>Being My Best</u> We learn how to keep healthy by choices they make to keep them happy and healthy. Anti-bullying, PE and Science Link First Aid TrickBox – Brilliant Beliefs</p>	<p><u>Growing and Changing</u> We learn about how are bodies can change when we deal with difficulties and as we go through puberty. RSE Link</p>
<p>Year 5</p>	<p><u>Me and My Relationships</u> We learn about how relationships work with ourselves and others. How to stop inappropriate behaviour and how to be a good friend. Anti-bullying and OS Link TrickBox - SuperStretch</p>	<p><u>Valuing Difference</u> We learn about how our diverse community works, the role they and others play. Anti-bullying Link</p>	<p><u>Keeping Safe</u> We learn about risks, online safety and how these should be dealt with responsibly. Anti-bullying and OS Link TrickBox – Calm Thumb</p>	<p><u>Rights and Respect</u> We learn about how the community works and how money is managed by themselves and within the community.</p>	<p><u>Being My Best</u> We learn about talents and emotions. We learn about how what we do to our body can affect how healthy it is. First Aid Trick Box – Marvellous Me</p>	<p><u>Growing and Changing</u> We explore puberty, sex and how our bodies change to make babies. We understand our feelings and what we can do if we feel unsafe. We learn about how to keep ourselves and others safe, RSE Link.</p>
<p>Year 6</p>	<p><u>Me and My Relationships</u> We learn about relationships and how circumstances can make us think or change our behaviour. OS and Anti-bullying Link TrickBox – Different Sum</p>	<p><u>Valuing Difference</u> We learn about ourselves, how similar we all are and how to be accepting of difference. Anti-bullying link</p>	<p><u>Keeping Safe</u> We learn about the law and how to keep safe with drugs, alcohol and smoking. We also learn how to assess risks in situations in life and online. OS, PE and Science Link TrickBox – 1,2,3 magic</p>	<p><u>Rights and Respect</u> We learn about the role we all have in keeping the community safe for the future. OS and PE Link</p>	<p><u>Being My Best</u> We learn how to protect our wellbeing and how to be informed about taking risks. First Aid TrickBox – Great Goals</p>	<p><u>Growing and Changing</u> We learn about how are bodies become adults, how to stay positive with changes and how babies are made. Science, OS and RSE Link</p>