

PSHE Progression Map 21-22

		PSHE Progression Map					
2 Year Olds	Health and well-being	My identity and skills Children will learn: <ul style="list-style-type: none"> • How different body movements have different effects eg picking, dropping, pushing, pulling etc. • Show interest in the activity of others and develop enjoyment • Able to identify own body parts when given the name eg nose, tummy, legs etc. 	Ourselves Children will learn: <ul style="list-style-type: none"> • Recognise themselves in a reflective surface • the key language for I, me, my and you • learn that they can use voice, gesture, eye contact or facial expressions to communicate 	Sharing Children will learn: <ul style="list-style-type: none"> • Understand that objects can be shared and how to share them • Develop how to ask for something • Know how to say please, thank you or sorry 	First Aid To know how to say that you're hurt	Zones of Regulation To use sensory regulation	Online Safety To explore digital devices
	Relationships	Safe and unsafe Children will learn: <ul style="list-style-type: none"> • Begin to understand that unsafe behaviour has consequences • Start to understand importance of turn-taking 	Friendship Children will learn: <ul style="list-style-type: none"> • develop an awareness of who they enjoy playing with • the names of people who they enjoy playing with 	Special people Children will learn: <ul style="list-style-type: none"> • build relationships with people around them 			
	Living in the Wider World	Keeping safe Children will learn: <ul style="list-style-type: none"> • The names of adults who help to keep them safe 	Accidents and prevention Children will learn: <ul style="list-style-type: none"> • Begin to understand yes or no commands and some boundaries 	More co-operative learning Children will learn: <ul style="list-style-type: none"> • Be able to play simple games with others e.g. rolling a ball 			
3	Health and well-being	My identity and skills Children will learn: <ul style="list-style-type: none"> • Respond to their name • Show an awareness of their own body 	Self-Awareness Children will learn: <ul style="list-style-type: none"> • The names of different feelings and emotions • Start to identify when they are feeling a specific emotion 	Developing skills Children will learn: <ul style="list-style-type: none"> • about how they are improving at certain skills • about basic hygiene and how to keep themselves clean 	First Aid To know how to say someone else is hurt	Zones of Regulation To identify feelings using simple words	Online Safety To use some digital devices for purposes
	Relationships	Safe and unsafe Children will learn: <ul style="list-style-type: none"> • who keeps them safe and how • about what is safe and unsafe • how to keep safe 	Friendship Children will learn: <ul style="list-style-type: none"> • what friends are and be able to talk about what makes a good friend • how to communicate their feelings to others, to recognise how others show feelings and how to respond • how their behaviour affects other people 	Special people Children will learn: <ul style="list-style-type: none"> • special people and that everyone's special people are different • more about how people feel • recognise similarities and differences in families 			
		Keeping safe	Accidents and prevention	More co-operative learning			

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	Living in the Wider World	Children will learn: <ul style="list-style-type: none"> about how to co-exist and be helpful be able to say why we need rules and give some examples 	Children will learn: <ul style="list-style-type: none"> what accidents are understand about safe and unsafe places to play about rules for games and who makes them and to be able to take part in a class vote 	Children will learn: <ul style="list-style-type: none"> how to contribute to the life of the classroom to help construct, and agree to follow, group and class rules and to understand how these rules help them that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) that they belong to various groups and communities such as family and school what improves and harms their local, natural and built environments and about some of the ways people look after them. that money comes from different sources and can be used for different purposes, including the concept of spending and saving. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. 			
R	Health and well-being	My identity and skills Children will learn: <ul style="list-style-type: none"> about where they live and belong and what they can do be aware of themselves and their skills 	Self-Awareness Children will learn: <ul style="list-style-type: none"> about feelings and goals and be able to set a target for themselves 	Developing skills Children will learn: <ul style="list-style-type: none"> about how different ways they are improving and growing about basic hygiene and how to keep themselves clean continue to develop strategies to help them calm down 	First Aid To know how to use a bandage or dressing	Zones of Regulation To detect and understand emotions in others	Online Safety To identify names and uses of different pieces of technology
	Relationships	Safe and unsafe Children will learn: <ul style="list-style-type: none"> who keeps them safe and how about what is safe and unsafe how to keep safe 	Friendship Children will learn: <ul style="list-style-type: none"> 	Special people			
Year 1	Health and well-being	Awareness of Feelings / Keeping Well and Clean Children will learn: <ul style="list-style-type: none"> how to tell how people are feeling be able to show some self-awareness how some diseases are spread and can be controlled and about the 	Parts of the Body / Growing and Changing Children will learn: <ul style="list-style-type: none"> about their bodies and how they work about the similarities and differences between boys and girls to name the main parts of the body (including external genitalia) 	Feeling Unsure Children will learn: <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used properly about feeling worried know how to protect themselves 	First Aid <ul style="list-style-type: none"> To understand what an emergency is. To identify different emergencies To understand how to look after cuts 	Zones of Regulation <ul style="list-style-type: none"> Identify emotions and words to describe them Understand the four zones 	Online Safety <ul style="list-style-type: none"> To understand what it means to be safe online To sort unsafe and safe online scenarios (OS)

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		responsibilities they have for their own health and that of others and know how to keep themselves clean and brush their teeth effectively.	<ul style="list-style-type: none"> more about what happens as things grow and to be able to describe some elements of the growth cycle 		<ul style="list-style-type: none"> To understand that household products, including medicines, can be harmful if not used properly 		<ul style="list-style-type: none"> To understand how to keep safe when using digital devices
	Relationships	Who are our friends? Children will learn: <ul style="list-style-type: none"> about different types of friends, including grown-ups the difference between keeping secrets and surprises and the importance of not keeping adults' secrets, only surprises how to talk about good and not so good feelings how to able to talk about friends begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings 	Losing and Finding Children will learn: <ul style="list-style-type: none"> about what happens when things get lost or change and to be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends) 	Memories and Growing Up Children will learn: <ul style="list-style-type: none"> about special memories and to make a memory box and choose contents 			
	Living in the Wider World	Persuasion and Reality Children will learn: <ul style="list-style-type: none"> more about differences between fantasy and reality understand the difference between fantasy and reality 	Sustainable Development Children will learn: <ul style="list-style-type: none"> about the environment and to take part in a class recycling activity 	Looking After Myself Children will learn: <ul style="list-style-type: none"> more about road safety and who helps us keep safe understand the role of the emergency services 			
Year 2	Health and well-being	Healthy People Children will learn: <ul style="list-style-type: none"> about what healthy people do. This should include learning about the benefits of rest and exercise to describe the components of a healthy day to recognise what they like and dislike, and recognise that choices can have good and not so good consequences research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 	About my Body / Keeping Fit Children will learn: <ul style="list-style-type: none"> more about parts of the body and how the body works and be able to show understanding of key bodily functions learn about exercise and what makes it healthy begin to learn how to make real, informed choices that improve their physical and emotional health and plan and carry out a programme of exercise 	Mums and babies – How we grew / Healthy eating Children will learn: <ul style="list-style-type: none"> about babies and birth and if possible bring in photographs of themselves/their parents/carers at different stages from birth till now about the process of growing from young to old how people's needs change and responsibilities that increasing independence may bring about what food is healthy and use their learning to plan a healthy lunchbox 	First Aid <ul style="list-style-type: none"> To identify ways of staying safe at home To know what to do in certain scenarios To understand fire safety 	Zones of Regulation Explore the four zones and what it means to be in each one Use scenarios to identify zones	Online Safety <ul style="list-style-type: none"> To identify what to do if a message appears when playing a game To understand online safety and the responsible use of ICT How to recognise a shared responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'. To understand age limits for apps
	Relationships	Same and Different – Being Truthful / Coping with Conflict Children will learn: <ul style="list-style-type: none"> about truth and lies, and more about diversity 	Making and Breaking Friendships / Variety of Relationships Children will learn: <ul style="list-style-type: none"> about when friendships break up, or people move away 	Mums and Babies / Personal Identify / Personal Safety Children will learn:			

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		<ul style="list-style-type: none"> to show what constitutes a good friend recognise what is fair and unfair, kind and unkind, what is right and wrong about teasing and bullying that there are different types of teasing and bullying, that these are wrong and unacceptable the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities how resist teasing or bullying, if they experience or witness it, whom to go to and how they get help know and understand why teasing and bullying is wrong and how to get help recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	<ul style="list-style-type: none"> understand about the feelings associated with this about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them to identify their special people (family, friends, carers), what makes them special and how special people should care for one another recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell' 	<ul style="list-style-type: none"> that babies need care and attention (love) in order to calm them if they are upset plan a visit with a mum and formulate questions to set simple but challenging goals be able to learn from their experiences be able to recognise and celebrate their strengths about who to talk to if they have concerns, questions or worries know the difference between secrets and surprises and understanding not to keep adults' secrets 			
	Living in the Wider World	<p>Money and Shopping</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about money and spending and be able to role-play simple financial transactions 	<p>Our School Community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> rules for and ways of keeping physically and emotionally safe (including road safety, cycle safety) rules for safety in the environment (including rail, water, fire safety) about safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others to identify and respect the similarities and differences between people share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class use various media to illustrate this 	<p>Special Days / Global Food</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about a range of festivals and be able to demonstrate this learning at an assembly or display about where food comes from and learn more about the ethics of food supply 			
Year	Health and well-being	Emotions and Feelings – Looking at Pressure / Healthy and Safe	Feeling Sad and Making Choices	Accidents and Prevention / Drug Education	First Aid	Zones of Regulation	Online Safety

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	<p>Children will learn:</p> <ul style="list-style-type: none"> • how to deal with feelings, how to cope with pressure and know who they can talk to if they feel pressured • what positively and negatively affects their physical, mental and emotional health (including the media) • about risks they may face and be able to describe what risk is and how this may affect decisions • that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<p>Children will learn:</p> <ul style="list-style-type: none"> • that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • about critical thinking and decision making • be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • to write about feelings and be able to share these with someone 	<p>Children will learn:</p> <p>about outdoor places and how to behave responsibly and produce a display on outdoor risks</p> <p>about medicines and everyday drugs and how to deal with unhelpful pressure</p> <p>school rules about health and safety, basic emergency aid procedures, where and how to get help and to be able to ask for help or assistance</p>	<p>To understand what to do if bleeding</p> <p>To understand what RICE is</p> <p>To help someone having an asthma attack</p>	<p>To develop resilience</p> <p>Use scenarios to help aid resilience</p>	<p>To identify ways of staying safe online</p> <p>To understand why staying safe online is important – Chicken Clicking book</p> <p>To identify what to do if a friend is unsafe online</p>
Relationships	Looking After Others	Families Who Live Far Away	Special People in School			
	<p>Children will learn:</p> <ul style="list-style-type: none"> • about behaving responsibly and have looked after a toy pet, and recorded this • be able to talk about feelings • recognise and respond appropriately to a wider range of feelings in others 	<p>Children will learn:</p> <ul style="list-style-type: none"> • about extended families and be able to discuss issues for families living overseas • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • recognise ways in which a relationship can be unhealthy and who to talk to if they need support 	<p>Children will learn:</p> <ul style="list-style-type: none"> • about different roles in school and conduct an interview • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and to describe how to deal with unhelpful pressure • recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 			
Living in the Wider World	Councillors – What do they do?	Sources and Fairtrade / Me and My Community	Our Ideal Community			
	<p>Children will learn:</p> <ul style="list-style-type: none"> • why and how rules and laws that protect themselves and others are made enforced, why different rules are needed in different situations and how to take part in making and changing rules • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy • understand the role of a school councillor • resolve differences by looking at alternatives, seeing and respecting 	<p>Children will learn:</p> <ul style="list-style-type: none"> • about sources of product and Fairtrade and be able to debate about ethics • what being part of a community means, and about the varied institutions that support communities locally and nationally • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 	<p>Children will learn:</p> <ul style="list-style-type: none"> • about how community facilities work and produce a map of the community • Explore what careers and jobs are available in the local community and employability 			

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		others' points of view, making decisions and explaining choices					
Year 4	Health and well-being	Healthy Eating	Drugs Education / Decision Making / Strong Feelings	Rights and Responsibilities	First Aid	Zones of Regulation	Online Safety
		Children will learn: <ul style="list-style-type: none"> about what food is healthy and why and be able to design a series of healthy menus and compare these with each other and food offered in school to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 	Children will learn: <ul style="list-style-type: none"> about the effects of smoking and how to make safe decisions how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) be able to describe the effects of smoking and how to make safe decisions begin to understand the concept of a 'balanced lifestyle' about strong feelings and mood swings and to be able to express these feelings in writing 	Children will learn: <ul style="list-style-type: none"> about types of behaviour and their consequences and be able to give examples of right and wrong recognise that their increasing independence brings increased responsibility to keep themselves and others safe 	To know what to do with a broken bone To be able to treat a burn To know how to help someone choking	To identify strategies to self-manage emotions To explore impulse control	To give advice about how to stay safe online To explain repercussions of being unsafe online To look at how weblinks can be unsafe
	Relationships	Types of Relationships / Lose and Separation	Persuasion and Pressure	Exclusion and Inclusion			
		Children will learn: <ul style="list-style-type: none"> about different types of relationships including friends and families, civil partnerships and marriage and understand that there is a variety of relationships that civil partnerships are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of legal age to make that commitment about how it feels to lose someone and to be able to identify who can help them with difficult feelings 	Children will learn: <ul style="list-style-type: none"> that their actions affect themselves and others and be able to judge what kind of physical contact is acceptable or unacceptable and how to respond about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' and be able to demonstrate some basic techniques for resisting pressure 	Children will learn: <ul style="list-style-type: none"> about equal opportunities and their importance and be able to show understanding of difference including disability recognise how images in the media do not always reflect reality and can affect how people feel about themselves deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 			
	Living in the Wider World	Media and the Community	Persuasion and Pressure / Recycling project/ Me and the wider world	Fundraising Activities			
		Children will learn: <ul style="list-style-type: none"> about how the media influences decisions and be able to hold a debate on a topical issue 	Children will learn: <ul style="list-style-type: none"> about sources of persuasion including the media and be able to recognise some persuasive media tactics e.g. on television adverts 	Children will learn: <ul style="list-style-type: none"> about what voluntary agencies do and plan and undertake a simple fundraising project reflect on and celebrate their achievements, identify their 			

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			<ul style="list-style-type: none"> • more about the local community and be able to explain what can be recycled in their “local” recycling bins • the importance of protecting personal information, including passwords, addresses and images • deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • design posters and materials to reflect this learning 	strengths, set high aspirations and goals			
Year 5	Health and well-being	Healthy Lifestyles	Gender Differences and Puberty /Sex Relationship Education	Setting Personal Goals / Personal Safety / Drug Education	First Aid	Zones of Regulation	Online Safety
		<p>Children will learn: about how their own lifestyle contributes to health and conduct a local survey to understand more about eating habits what is meant by the term ‘habit’ and why habits can be hard to change about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • about development from birth and specific body parts and be able to name these parts and understand their function • about human reproduction • that human reproduction is an adult activity 	<p>Children will learn:</p> <ul style="list-style-type: none"> • how to set goals and targets for themselves and produce a personal plan • about situations which could cause them personal risk • that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • that these universal rights are there to protect everyone and primacy over national law and family and community practices • develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones) • which, why and how commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others • about alcohol, attitudes to drugs and making safe decisions in 	<p>To know what to do in the case of a head injury To help someone who is unresponsive and breathing To know what to do if someone is unresponsive and not breathing</p>	To explore different ways of using self-control	<p>To understand why social media is problematic To know what to do if someone is unkind on social media To explore ways we can ensure we are safe online</p>

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				situations involving drugs and be able to describe the short- and long-term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations			
	Relationships	Relationships	Coping with Bullying	Being Left Out			
		Children will learn: <ul style="list-style-type: none"> more about a range of issues that can affect families and be aware of some of the problem's families/parents can face about change, including transitions loss, separation, divorce and bereavement 	Children will learn: <ul style="list-style-type: none"> about how to deal with bullies and use role-play or other to demonstrate techniques they have learnt 	Children will learn: <ul style="list-style-type: none"> how it feels to be excluded or discriminated against and be able to describe how this feels 			
	Living in the Wider World	Stereotypes and Changing	Democracy Simulation / Diversity	Global Community Projects – Refugee Week/ Working Together			
		Children will learn: <ul style="list-style-type: none"> that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability about images and stereotypes and be aware of the need to challenge these about saving and spending and run a simple marketing project in teams 	Children will learn: <ul style="list-style-type: none"> about how local democracy works and use a simulation to develop understanding of democracy about the lives of people living in other places, and people with different values and customs and appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 	Children will learn: <ul style="list-style-type: none"> about issues facing refugees, particularly in their local community and produce materials for Refugee Week for the school how they can work together to bring about change and listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help 			
7 e		Self Confidence – Valuing others	Drug Education	RSHE / Moving on	First Aid	Zones of Regulation	Online Safety

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	<p>Health and well-being</p>	<p>Children will learn:</p> <ul style="list-style-type: none"> • about taking on more personal responsibility and be able to demonstrate how their actions affect others • To explore diversity and inclusion • To understand the protected characteristics, why they are protected and what this means 	<p>Children will learn:</p> <ul style="list-style-type: none"> • effects and risks of drugs and the consequence of use and be able to describe effects and risks, understand consequences of drug use and know where to go for help 	<p>Children will learn:</p> <ul style="list-style-type: none"> • that there is nothing that they should be afraid to ask about • that there are some cultural practices that are against British law and universal human rights such as female genital mutilation • explore questions about RSHE • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement • be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc – in reference possible to 'grooming'; cyber bullying; gang culture and possible sexting 	<p>To explore and recognise the ABC To practise CPR To practise the recovery position</p>	<p>To explore ways of managing strong emotions To develop anger management skills</p>	<p>To identify what can happen as a result of being unsafe online To be confident with giving someone advice about online safety To know how to deal with an online safety issue</p>
	<p>Relationships</p>	<p>Conflict resolution / Secrets and Dilemmas</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how to deal with conflicts as they arise and be able to suggest strategies for handling conflict • how to recognise and manage 'dares' • how to recognise how "peer acceptance" may be influential in their actions and behaviours • about handling moral dilemmas and when to tell and show understanding through role-play 	<p>Arguments and families / Strong Emotions</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how families behave and recognise that reaching positive solutions usually involves negotiation and compromise • what is appropriate and inappropriate and recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • how express what is meant to be in charge 	<p>RSHE / Racism and its Consequences</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about parenting and love and appreciate there are different types of love e.g. parental love, partner love, friendship love etc. • be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to • about aggressive behaviour and understand about bullying and racism 			
	<p>Living in the Wider World</p>	<p>Citizenship Challenge / our neighbours / Money and Me</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about people in their community and be able to explain what local facilities exist in their community e.g. libraries, leisure centre. • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment 	<p>Democracy and Decisions</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about government and parliament and show understanding via letter writing 	<p>Celebration – Supporting Each Other / Racism and its Consequences</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the people who are responsible for helping them stay healthy and safe and ways that they can help these people about supporting each other and produce a Year 4 resource • that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong • understand that bullying and racism is wrong 			

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		<ul style="list-style-type: none">• about enterprise and the skills that make someone 'enterprising'• develop an initial understanding of 'interest', 'loan', 'debt', and 'tax'• explore and critique how the media present information					
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