**PSHE – Progression Map**

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|  | **\*Living in the Wider World**  **(Rights and Responsibilities, Environment, Money)** | **Relationships**  **(Feelings and Emotions, Healthy Relationships, Difference)** | **Health and Wellbeing**  **(Keeping Safe, Healthy Lifestyles, Growing and Changes)** |
| **Please check the overview of Computing for E-Safety links. E-safety should be regularly taught through both PSHE/ Computing** | | | |
| **Year 1** | **Rights and Responsibilities**  **Class Expectations/ Group Expectations**   * Identify why rules are important * What do we have rules in school for?   **Everyone is unique**   * How are we the same? * How are we different? * How do we identify these differences?   **Environment**  **Looking after our environment- St Paul’s**   * What can we do to keep our school clean and tidy? * What do we see on a daily basis that show us that we don’t always look after our environment?   **Looking after our environment- Garden and Grounds**   * What can we do to keep our school clean and tidy? * What do we see on a daily basis that show us that we don’t always look after our environment   **Money**  **Where money comes from**   * How do we earn money? * What do we use money for?   **Saving and spending money**   * How can we keep our money safe? * When is it ok to spend our money? * What things could we save for? | **Feelings and Emotions**  **Recognising feelings in myself and others**   * How to recognise how I am feeling * What should I do when I am feeling…?   **Sharing How we feel**   * Who should I talk to if I am feeling…? * How can I recognise how I am feeling?   **Healthy Relationships**  **Special People in our Lives**   * Identify special people in our lives and how they specifically help us * How can we show them that we are grateful for all they do for us?   **Secrets and Keeping Safe**   * Not keeping secrets that make us feel uncomfortable * Who can we talk to if we are feeling worried?   **Valuing Difference**  **Identifying Difference**   * How are we all difference * Think about gender- what we like/ dislike * Different families   **Respecting Difference**   * Identify difference between us all * Recognise the importance of respecting each other, even if we are different   **Valuing Difference**   * What is bullying? * Link to Anti-bullying week | **Keeping Safe**  **How to ask for help if I am worried**   * Children should identify key adults at home and in school that they could ask to help if they were worried about something   **Keeping safe at school and at home**   * Household products, including medicines, can be harmful if not used correctly * Identify key dangers and how to remain safe * Who gives us medicines?   **Healthy Lifestyles**  **What helps to keep my body healthy?**   * What do our bodies need to remain healthy- physical activity, sleep, rest, healthy food * What could happen if we don’t have enough of these things?   **Hygiene Routines**   * Why is it important to remain clean and hygienic? * Keeping clean – washing hands   **Growing and Changing**  **Recognising what we are all good at**   * Set simple goals and targets * These could be reviewed on a half termly basis   **Change and Loss and how this feels**   * What does it mean to lose something? * How does it make us feel if we have lost something special?   **Expect Respect -** prevention toolkit to support learning about healthy relationships for children and young people |
| **Year 2**  **Year 2** | **Rights and Responsibilities**  **Class Expectations/ Group Expectations**   * Identify why rules are important * What do we have rules in school for?   **Everyone is unique**   * How are we the same? * How are we different? * How do we identify these differences?   **Rights and Responsibility**  **Getting help from the community**  Emergency services- how to get help when needed   * Contact police service/ fire service/ ambulance and see if they will come in to do a talk   **Expectations when living in the wider world**   * How do we behave when... * What do we have a responsibility to look after?   **Environment**  **Looking after our environment at St Paul’s**   * What can we do to keep our school clean and tidy? * What do we see on a daily basis that show us that we don’t always look after our environment?   **Looking after our environment- Garden and Grounds**   * What can we do to keep our school clean and tidy? * What do we see on a daily basis that show us that we don’t always look after our environment   **Money**  **Keeping track of money**   * Why is money important in the world? * Show children money and get them to think about the different value * Link with Maths   **How to spend money safely**   * Show children different methods of payment. What is safe? * What is dangerous? | **Feelings and Emotions**  **Identifying Different Behaviours**   * Introduce Scaling. I am feeling a (1-10) * I know how to feel better * I know that I could feel worse   **Feelings can get hurt**   * Show children different faces and get them to think about what their emotions are.   **Healthy Relationships**  **Listening to others and playing co-operatively**   * Use scenarios that the children have found themselves in already. * How can they use this to learn how to respond next time?   **Appropriate and Inappropriate behaviours- teasing and bullying**   * Link with Anti-bullying week   **Valuing Difference**  **Identifying difference**   * How are we different? * Children to think of differences in their classes   **Valuing Difference**   * Using all the information from previous lesson on identifying different- encourage children to celebrate. | **Keeping Safe**  **Keeping Safe in different situations**   * Identify risk in different situations that children are likely to be in during a school day * How they we stay safe? * How do we get help if we need it? * Medicines and keeping safe   **Keeping safe away from home and school**   * Identify risk in different situations that children are likely to be in outside of school * How they we stay safe? * How do we get help if we need it?   **Healthy Lifestyles**  **Making Healthy Choices**   * Look at nutritional plates * Think about the importance of fruit and vegetables and exercise   **Managing Feelings**  What do I do if I am feeling…  **Growing and Changing**  **Setting goals and recognising what we are good at**   * What do we want to achieve during year 2? * How can we make sure that we achieve our goals? * What happens if we don’t manage to get there?   **Naming body parts (including external Genitals)**   * RSE letter to be sent home * Children introduced to scientific body parts   **Expect Respect -** prevention toolkit to support learning about healthy relationships for children and young people |
| **Year 3**  **Year 3** | **Rights and Responsibilities**  **Identify what is meant by ‘a moral citizen’**   * Opportunity to debate different opinions. * Explore language- what is morality? What is a citizen?   **How can you be involved in the community?**   * What opportunities are there for me to be a moral citizen? * Think about Brinnington community in particular   **Money**  **What is an enterprise? What does it mean?**   * Project Opportunity? * Link to summer fair?   **Online Fraud**   * What is fraud? * Understand that children might be targeted   **Environment**  **How can we look after our planet?**   * What is our responsibility when looking after the planet? * How can we make sure that we look after our environment?   **What effects are we having on our planet?**   * Show children clips from blue planet/ planet earth * Recognise the impact of the way that we live our live * Find out more online about environmental issues | **Feelings and Emotions**  **Recognising feelings in others**   * How can I appropriately respond when someone is clearly feeling a different way to me? * Link to work with restorative approaches   **Responding appropriately to people’s feelings**   * How to recognise how people are feeling? * When it is appropriate to respond * How to respond when…   **Healthy Relationships**  **Describe positive relationships and friendships**   * Encourage the children to recognise when a relationship is healthy and unhealthy * Focus on bullying in particular   **How actions affect ourselves and others**   * Treating all children with respect in school * Recognising and appreciating our different qualities   **Valuing Difference**  **Recognising what bullying is**   * What is the difference between bullying and an isolated incident * Link with Anti-bullying week   **How to respond when you think that someone is being bullied**   * Childline/Bullying UK/Anti-bullying alliance * Recognise key adults who can help | **Healthy Lifestyles**  **What makes a balanced diet?**   * Identify the impact of a healthy diet on the body   **Opportunities for making our own choices**   * How can others influence our choice and how do we make sure we are making the right choices to be healthy and active?   **Keeping Safe**   * Medicines are drugs – know the difference! * Positive and negative effects of drugs * Tobacco   **Who helps us feel safe and healthy?**   * Identify key people in our lives who support our development   **How to respond if someone needs help**   * Show children different scenarios and encourage them to think about how they would access help   **Growing and Changing**  **Setting goals and recognising what we are good at**   * What do we want to achieve during our time in year 3? * How can we make sure that we are successful?   **Describe feelings- conflicting feelings and how to manage them**   * When I am…, I feel… * How can I manage how I am feeling? * Touching – a right to say no * Who can I talk to?   **Naming body parts (including external Genitals)**   * RSE letter to be sent home * Relationships * Stages of life   **What is a family?**   * Diverse nature of families and different relationships   **Expect Respect -** prevention toolkit to support learning about healthy relationships for children and young people |
| **Year 4**  **Year 4** | **Rights and Responsibilities**  **Recognise and manage risk in our local area**   * What could happen in our local area that could be unsafe?   **Recognise and manage risk in the world**   * As we get older, what risks do we see in the world outside of school? * What can we do to ensure that we manage the risk and stay safe? * What do we do when we recognise this?   **Money**  **How to effectively manage money**   * Saving and budgeting   **What are loans and what is interest?**   * When would we need to ask for a loan? * Understand that loans often come with interest * Is it a good idea to have lots of loans?   **Environment**  **What does it mean to be sustainable?**   * How can we live sustainably? * Link to sustainable housing project   **How can we be sustainable?**   * What could we do in school to be more sustainable? * What is the importance of it? | **Feelings and Emotions**  **When is it appropriate to keep a secret?**   * Encourage children to talk about times when they have been asked to keep a secret * How did it make them feel?   **Listening to other’s point of view**   * Go through the concept of Restorative Approach * Identify the importance of listening to each other   **Healthy Relationships**  **Acceptable and Unacceptable physical contact**   * Think about it in school. * Children to appreciate the need to respect personal space   **Solving disputes and conflicts amongst friends**   * Go through the concept of Restorative Approach * Identify the importance of listening to each other   **Valuing Difference**  **Listening to others- Link to RA**   * Go through the concept of Restorative Approach * Identify the importance of listening to each other   **Recognising difference and diversity**   * Recognise the difference between each other in the classroom * What can we do to celebrate difference?   **Recognising what bullying is**   * What is the difference between bullying and an isolated incident * Link with Anti-bullying week | **Healthy Lifestyles**  **What makes a balanced lifestyle?**   * Children to think about an active lifestyle * Link to sporting events and what the children can get involved in throughout the year * Swimming   **Drugs that are common to our everyday life**   * Introduce children to the concept that drugs are not always negative and can help us to feel better * Alcohol and tobacco   **Keeping Safe**  **How to stay safe in our local area**   * What dangers are there outside of school? * Peer pressure * How can we ensure that we stay safe?   **How to stay safe online**   * Follow children’s interests at that minute (e.g. Fortnite, Call of Duty) * Introduce the concept that not everything is as it seems on the internet and they need to be aware of dangers that could be around   **Growing and Changing**  **Changes at Puberty Boys and Girls**   * RSE letter to be sent home * Introduce hormones and body change * Puberty and menstruation * A new life begins – How a baby is made * Conception and birth   **Changes that happen in life and feelings that are associated with change**   * When this happens… I feel like…   **Expect Respect -** prevention toolkit to support learning about healthy relationships for children and young people |
| **Year 5** | **Rights and Responsibilities**  **Rules and Laws**   * What is meant by a rule? * What is a law? * What are our rights and responsibilities as moral citizens?   **Anti-social behaviour**   * What is anti-social behaviour? * What is the problem with anti-social behaviour?  1. **Money**   **The Importance of finance in our lives**   * Saving and budgeting * What do we use money for? * How can we make sure that we invest sensibly?   **Looking after money- debt management**   * When we have money- what do we do to protect it?   **Environment**  **How are our actions affecting the oceans?**   * Explore Blue Planet and look at the impact that our lifestyle has on marine life * What will happen if this continues?   **How are our actions affecting the climate?**  **Global Warming**   * Look at planet Earth- children to explore the impact of our lifestyle on the planet * What will the consequences be if this continues? | **Feelings and Emotions**  **How to recognise how someone is feeling**   * How do you recognise how someone is feeling * Link to restorative approaches   **Responding when someone feels…**   * What do you do when someone is feeling…?   **Healthy Relationships**  **Listening to others and learning from others**   * What can we offer each other? * What can we learn from each other? * What are we good at?   **Negotiation and Compromise- seeing all views and opinions**   * Looking at how other people see things- different perspectives   **Valuing Difference**  **Recognising what children are good at and that we are all good at different things**   * Children to write down what they are good at on their backs   **Raising concern and challenging something when you don’t believe that it is right**   * Encourage children to have the confidence to do the right thing.   **Recognising what bullying is**   * What is the difference between bullying and an isolated incident * Link with Anti-bullying week | **Healthy Lifestyles**  **What positively and negatively affects health and wellbeing?**   * The impact of social media on children’s health and wellbeing * St John’s Ambulance visit   **Making informed choices**   * Effects on the body of taking legal and illegal drugs * Risk taking   **Keeping Safe**  **Strategies for managing personal safety**   * How to keep safe when children are outside of school   **How to stay safe online**   * Link to Computing * How do we stay safe online?   **Growing and Changing**  **Personal Hygiene**   * Children to think about their changing body * What could happen with their personal hygiene * Menstruation * Who to talk to?   **Changes at Puberty Boys and Girls**   * RSE letter to be sent * Puberty – preparation for sexual maturity * How do boys and girls bodies change? * Name male and female reproductive organs and know their different functions * Children to be given the opportunity to ask questions   **Expect Respect -** prevention toolkit to support learning about healthy relationships for children and young people |
| **Year 6** | **Rights and Responsibilities**  **The rights of a child- cultural practice and British Law**   * Link to British values- What are their rights as a child? * What could change these?   **Being critical of what is in the media- what children pass on to others**   * Introduce the concept of fake news- What can children believe?   **Money**  **KS2 Enterprise project**   * Grow a pound   **Environment**  **How resources are allocated to the world**   * Identify fair trade * How are the worlds resources allocated to countries?   **Difference between fair trade. How does it affect others?**   * Saving and budgeting * What is the impact of buying fair trade? | **Feelings and Emotions**  **Who can you trust?**   * Who can you trust and not trust? * What do you expect from people?   **How to make new friends**   * Preparing for high school * What should you look for in a new friend?   **Healthy Relationships**  **Recognising when relationships are unhealthy**   * What describes an unhealthy friendship? * How would you expect to feel?   **Personal boundaries and the right to privacy**   * The importance of protecting peoples personal space   **Valuing Difference**  **What makes people the same? What makes people different?**   * Identifying difference and celebrating it * How can we make everyone feel comfortable with who they are?   **Recognising and challenging stereotypes**   * What is a stereotype? * What can we do to challenge stereotypes?   **Recognising what bullying is**   * What is the difference between bullying and an isolated incident * Link with Anti-bullying week | **Healthy Lifestyles**  **Risk and effects of drugs**   * What are the positive and negative effects of taking drugs?   **Images in the media- how does this affect our wellbeing?**   * How do the media distort the truth? * Obsession over social media attention and ‘likes’ ‘dislikes’ * Grooming Online * Live Streaming   **Keeping Safe**  **Resisting pressure- how to protect our body and speak out when something is wrong**   * Puberty changes – keeping safe * Transmission of disease * Who to talk to? * St John’s Ambulance visit   **Growing and Changing**  **Changes at Puberty Boys and Girls**   * RSE letter to be sent home * Sexual intercourse * Conception and birth * Responsibilities of having a baby * Contraception – information choices to respect and protect own body   **Expect Respect -** prevention toolkit to support learning about healthy relationships for children and young people |

\*Living in the Wider World (Rights and Responsibilities, Environment, Money): School is currently working upon the development of this strand.