PSHE Progression Map

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| Strand | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Being Me in My World | Learning intention | To understand the rights and responsibilities as a member of my class.  To know that my views are valued.  To recognise the choices I make and understand the consequences. | To identify some of my hopes and fears for the year.  To recognise when I feel worried.  To help make my class a safe and fair place.  To listen to other people and contribute my own ideas about rewards and consequences. | To recognise my worth and identify positive things about myself and my achievements.  To set personal goals.  To face new challenges positively, make responsible choices and ask for help when I need it.  To understand why rules are needed and how they relate to rights and responsibilities.  To understand that my behaviours brings rewards/consequences.  To make responsible choices and take action. | To make people feel welcome and valued.  To understand who is in my school community, the roles they play and how I fit in.  To understand how democracy works though the School Council.  To take on a role in a group and contribute to the overall outcome.  To understand how rewards and consequences motivate people’s behaviour. | To face new challenges positively and set personal goals.  To show empathy with people in this country whose lives are different to my own.  To make choices about my own behaviour.  To contribute to the group and understand how we can function best as a whole.  To understand the benefits of democracy and having a voice to the school community. | To identify my goals for this year.  To understand my wants and needs and compare these with children in different communities.  To consider how my actions affect myself and others.  To empathise with others, thinking about their feelings.  To contribute to the group and understand how we can best function as a whole.  To understand how our school community benefits from a democratic process. |
| Knowledge | Know that I belong to my class.  Know how to make my class a safe place for everybody to learn.  Know how it feels to be proud of an achievement.  Know that I might have different feelings when I face certain consequences. | Know who to ask for help.  Know the rights and responsibilities for being a member of my class and school.  Know how to work cooperatively.  Know that the choices I make have consequences. | Know how to value myself and how to make someone else feel welcome and valued.  Know how it feels to be happy, sad or scared and identify if other people are feeling these emotions.  Know that my actions affect myself and others.  Know how to work cooperatively in a group. | Know that my attitudes and actions make a difference to the class team.  Know how good it feels to be included in a group and understand how it feels to be excluded.  Know that democracy and having a voice benefits the school community.  Know that groups come together to make decisions.  Know that my actions affect myself and others. | Know what I value most about my school.  Know my hopes for this school year.  Know my rights and responsibilities are as a British citizen and a member of my school.  Know that my actions affect me and others.  Know how rewards and consequences feel.  Know that an individual’s behaviour can impact on a group.  Know how to participate in democracy in the school community. | Know how to express my fears and worries about the future.  Know how to make others feel valued and welcome. Know that there are universal rights for all children but that for many children these rights are not met.  Know that my actions affect myself and other people locally and globally.  Know how rights and responsibilities relate to rewards and consequences.  Know how an individual’s behaviour can impact a group.  Know that democracy and having a voice benefits the school community. |
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| Celebrating Difference | Learning intention | To identify similarities between people in my class.  To identify differences between people in my class.  To understand how bullying might feel.  To show kindness to children who are being bullied.  To understand that differences make us all special and unique. | To start to understand that sometimes people make assumptions about boys and girls (stereotypes).  To understand that bullying is sometimes about difference.  To understand what is right and wrong.  To understand that it is OK to be different from other people and to be friends with them.  To understand that differences make us all special and unique. | To understand that everybody’s family is different and important to them.  To understand that differences and conflicts sometimes happen among family members.  To understand what to do if you witness bullying, and be aware that the action of a witness can make a situation better or worse by what they do.  To recognise that some words are used in hurtful ways.  To reflect on when my words affected someone’s feelings and what the consequences were. | To accept people for who they are.  To question why I think what I do about other people.  To problem solve a bullying situation with others.  To be able to identify what is special about me and value the ways in which I am unique.  To like and respect the unique features of my physical appearance.  To identify a time when my first impression of someone changed when I got to know them. | To be aware of my own culture.  To be aware of my attitude towards people from different races.  To identify a range of strategies for managing my feelings in bullying situations and for problem-solving when I’m part of one.  To compare my life with people in the developing world.  To appreciate the value of happiness regardless of material wealth.  To understand a different culture from my own. | To empathise with people who are different.  To be aware of my attitude towards people who are different.  To explain some ways in which one person or a group can have power over another.  To consider a range of strategies for managing my feelings in bullying situations.  To appreciate people for who they are. |
| Knowledge | Know some ways that I am the same as my friends.  Know some ways that I am different to my friends.  Know what bullying is.  Know who to talk to if I was feeling unhappy or being bullied.  Know how to make new friends.  Know how it feels to make new friends. | Know some ways in which boys and girls are similar and feel good about this.  Know some ways in which boys and girls are different and know that this is OK.  Know how it might feel to be bullied.  Know to be kind.  Know when and how to stand up for myself and others.  Know how to get help if I am being bullied.  Know not to judge people if they are different.  Know how it feels to be a friend and have a friend.  Know some ways I am different from my friends. | Know how to calm myself down.  Know some ways of helping to make someone who is bullied feel better.  Know how to problem-solve a bullying situation with others.  Know not use hurtful words (e.g. gay, fat).  Know how to give and receive compliments.  Know how it feels to give and receive compliments. | Know that sometimes we make assumptions based on what people look like.  Know what influences me to make assumptions based on how people look.  Know that sometimes bullying is hard to spot.  Know what to do if I think bullying is happening but I am not sure.  Know how it might feel to be a witness to and a target of bullying.  Know why witnesses sometimes join in with bullying and sometimes don’t tell.  Know that it is good to accept people for who they are. | Know that cultural differences sometimes cause conflict.  Know what racism is.  Know that rumour-spreading and name-calling can be bullying behaviours.  Know the difference between direct and indirect types of bullying.  Know some ways to encourage children who use bullying behaviours to make other choices.  Know how to support children who are being bullied.  Know that I should respect my own and other people’s cultures. | Know that there are different perceptions about what normal means.  Know how being different could affect someone’s life.  Know how it can feel to be excluded or treated badly by being different in some way.  Know some of the reasons why people use bullying behaviours.  Know about specific people with disabilities who lead amazing lives.  Know ways in which difference can be a source of conflict and a cause for celebration. |
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| Dreams and Goals | Learning intention | To set simple goals.  To work out how to achieve my goals.  To celebrate achievement with my partner.  To identify how I feel when I am faced with a new challenge.  To identify different obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.  To describe how I felt when I succeeded in a new challenge and how I celebrated it. | To choose a realistic goal and think about how to achieve it.  To carry on trying (persevering) even when I find things difficult.  To understand how working with other people helps me learn.  To work with others in a group to solve problems.  To be able to recognise how I felt about working in my group. | To show respect and admiration to people who have overcome obstacles and achieved their dreams and goals.  To identify a dream/ambition that is important to me.  To break down a goal into a number of steps in order to work out the best way to achieve it.  To feel motivated and enthusiastic about achieving a new challenge.  To recognise obstacles which might hinder my achievement and take steps to overcome them.  To evaluate my own learning process. | To discuss my hopes and dreams.  To understand that sometimes hopes and dreams do not come true and that this can hurt.  To understand that reflecting on positive and happy experiences can help me to counteract disappointment.  To make a new plan and set new goals even if I have been disappointed.  To work out the steps to take to achieve a goal, and do this successfully as part of a group.  To enjoy being part of a group challenge.  To identify the contributions made by myself and others to the group’s achievements. | To identify what I would like my life to be like when I am group up.  To appreciate the contributions made by people in different jobs.  To appreciate the opportunities that learning and education are giving me.  To identify a job I would like to do when I grow up.  To describe the dreams and goals of young people in a culture different to mine and reflect on how these relate to my own.  To appreciate the similarities and differences in aspirations between myself and young people in a different culture.  To encourage my peers to support young people here and abroad to meet their aspirations. | To understand why it is important to stretch the boundaries of my current learning.  To set realistic goals for myself.  To work out the learning steps I need to take to reach my goal.  To identify problems in the world that concern me and talk to other people about them.  To empathise with people who are suffering or who are living in difficult situations.  To work with other people to help make the world a better place.  To give praise and compliments to other people when I recognise their contributions and achievements. |
| Knowledge | Know what I do well.  Know how I learn best.  Know how to work well with a partner.  Know how a new challenge might stretch my learning.  Know how I feel when I see obstacles and how I feel when I overcome them. | Know what I have achieved and how it makes me feel.  Know some of my strengths as a learner.  Know who I work well with and who it is more difficult for me to work with.  Know ways in which I worked well with my group. | Know about a person who has faced difficult challenges and achieved success.  Know how it feels to achieve a dream/ambition.  Know how others could help me achieve my dream/goal.  Know that I am responsible for my own learning and can use my strengths to achieve.  Know how to manage feelings of frustration.  Know how I can improve next time. | Know how it feels to have hopes and dreams.  Know how disappointment feels and identify when I have felt that way.  Know how to cope with disappointment and how to help others cope with theirs.  Know what it means to be resilient and have a positive attitude.  Know how to share in the success of a group. | Know that I will need money to help me achieve some of my dreams.  Know about a range of jobs carried out by people I know and explore how much people earn in different jobs.  Know what I need to do to achieve the job I would like.  Know that I can learn by talking with someone from a different culture.  Know I could support young people here and abroad. | Know my learning strengths.  Know how to motivate myself.  Know how I can work with other people to help make the world a better place.  Know what some people in my class like or admire about me.  Know how to accept praise. |
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| Healthy Me | Learning intention | To feel good about myself when I make healthy choices.  To feel good about myself when I make healthy choices.  To understand how to keep myself safe.  To identify some ways to help myself when I feel poorly.  To recognise when I feel frightened.  To recognise how being healthy helps me to feel happy. | To be motivated to make healthy lifestyle choices.  To recognise when a feeling is weak and when a feeling is strong.  To feel positive about caring for my body and keeping it healthy.  To sort foods into the correct food group.  To make a healthy snack and explain why they are good for my body. | To set myself a fitness challenge.  To describe my knowledge and attitude towards drugs.  To identify things, people and places that I need to keep safe from.  To take responsibility for keeping myself and others safe.  To respect my body and appreciate what it does for me. | To recognise how different friendship groups are formed and how I fit into them.  To understand that there are people who take on the roles of leaders or followers in a group.  To understand facts about smoking and drinking, including reasons people start to smoke and drink, and their effects on health.  To know myself well enough to have a clear picture of what I believe is right and wrong.  To identify feelings of anxiety and fear associated with peer pressure. | To make an informed decision about whether to smoke or drink, and understand how to resist peer pressure.  To be able to put into practice basic emergency aid procedures (including recovery position).  To reflect on my own body image and recognise how important it is that this is positive and I accept and respect myself for who I am.  To recognise the different roles food can play in people’s lives and explain how people can develop eating problems (disorders). | To take responsibility for my health and make choices that benefit my health and well-being.  To be motivated to find ways to be happy and cope with life’s situations without using drugs.  To suggest ways that someone who is being exploited can help themselves.  To suggest strategies  someone could use to  avoid being pressurised.  To understand what it  means to be emotionally  well and explore  people’s attitudes to  mental health/illness.  To recognise triggers for  stress. |
| Knowledge | Know the difference between being healthy and unhealthy.  Know some ways to keep myself healthy.  Know how to keep myself clean and know that germs cause disease/illness.  Know that all household products including medicines can be harmful if not used properly.  Know that medicines can help me if I feel poorly and how to use medicines safely.  Know how to keep safe when crossing the road.  Know who can help me to stay safe. | Know what I need to keep my body healthy.  Know some things that make me feel relaxed and some that make me feel stressed.  Know how medicines work in my body and that it is important to use them safely.  Know which foods my body needs to keep me healthy.  Know which foods give my body energy and which are the most nutritious.  Know which foods I enjoy the most.  Know how it feels to share healthy food with my friends. | Know how exercise affects my body.  Know why my heart and lungs are such important organs.  Know that the amount of calories, fat and sugar I put into my body will affect my health.  Know what it feels like to make a healthy choice.  Know how I feel about drugs.  Know some strategies for keeping myself safe including who to go to for help.  Know how being anxious or scared feels.  Know when something feels safe or unsafe.  Know how complex my body is and how important it is to take care of it. | Know how I feel about my friends and who I value the most.  Know that different people and groups impact on me and who I most want to be friends with.  Know which role I take on in different situations.  Know how to recognise negative feelings and act assertively to resist pressure from myself and others. | Know the health risks of smoking, including how tobacco affects the lungs, liver and heart.  Know the risks of misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.  Know how to keep myself calm in emergencies.  Know how to get help in emergency situations.  Know that the media, social media and celebrity culture promotes certain body types.  Know that I should respect and value my body.  Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. | Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.  Know that some people can be exploited and made to do things that are against the law.  Know why some people join gangs and the risks this involves.  Know how to help myself feel emotionally healthy and can recognise when I need help with this. |
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| Relationships | Learning intention | To identify the members of my family and understand that there are lots of different types of families.  To understand what being a good friend means.  To recognise which forms of physical contact are acceptable and unacceptable to me.  To recognise my qualities as a person and a friend. | To accept that everyone’s family is different and understand that most people value their family.  To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.  To demonstrate how to use problem solving to resolve conflicts with my friends.  To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.  To recognise and appreciate people who can help me in my family, my school and my community.  To express my appreciation for the people in my special relationships. | To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.  To identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.  To explain how some of the actions and work of people around the world help and influence my life.  To understand how my needs and rights are shared by children around the world and can identify how our lives may be different.  To empathise with children whose lives are different to mine and appreciate what I may learn from them.  To enjoy being part of a family and friendship groups. | To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.  To identify someone I love and can express why they are special to me.  To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friend.  To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. | To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.  To recognise when an online community feels unsafe or uncomfortable.  To recognise when an online community is helpful or unhelpful to me.  To recognise when an online game is becoming unhelpful or unsafe.  To recognise when I am spending too much time using devices.  To recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others. | To understand that people can get problems with their mental health and that it is nothing to be ashamed of.  To recognise when I am feeling grief and have strategies to manage my emotions.  To recognise when people are trying to gain power or control.  To use technology positively and safely to communicate with my friends and family.  To take responsibility for my own safety and well-being.  To judge whether something online is safe and helpful for me. |
|  | Knowledge | Know how it feels to belong to a family and care about the people who are important to me.  Know how to make a new friend.  Know appropriate ways of physical contact to greet my friends and know which ways I prefer.  Know who can help me at school.  Know when I need help and how to ask for it.  Know ways to praise myself.  Know why I appreciate someone who is special to me and express how I feel about them. | Know the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.  Know which types of physical contact I like and don’t like.  Know some things that case conflict with my friends.  Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.  Know how it feels to trust someone.  Know how to accept praise. | Know how taking some responsibility in my family makes me feel.  Know how to negotiate in conflict situations to try to find a solution.  Know and use some strategies for keeping myself safe online.  Know who to ask for help if I am worried or concerned about anything online.  Know how to express my appreciation to my friends and family. | Know which situations can cause jealousy in relationships.  Know how most people feel when they lose someone or something they love.  Know that we can remember people even if we no longer see them.  Know how to stand up for myself and how to negotiate and compromise.  Know that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.  Know how to show love and appreciation to the people and animals who are special to me. | Know how to keep building my own self- esteem.  Know that belonging to an online community can have positive and negative consequences.  Know that there are rights and responsibilities in an online community or social network.  Know there are rights and responsibilities when playing a game online.  Know what I can do to reduce screen time, so my health isn’t affected.  Know how to stay safe when using technology to communicate with my friends. | Know that it is important to take care of my mental health.  Know how to take care of myself and others when worried about a mental health problems.  Know that there are different stages of grief and that there are different types of loss that cause people to grieve.  Know how to stand up for myself and my friends in situations where others are trying to gain power or control.  Know how to  resist pressure to do  something online that might hurt myself or others. |
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| Changing Me | Learning intention | To start to understand the life cycles of animals and humans.  To understand that changes happen as we grow.  To understand that growing up is natural and that everybody grows at different rates.  To respect my body and understand which parts are private.  To enjoy learning new things.  To be able to explain about changes that have happened in my life. | To recognise cycles of life in nature.  To tell you about the natural process of growing from young to old.  To identify people I respect who are older than me.  To feel proud about becoming more independent.  To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.  To be confident to say what I like and don’t like and ask for help.  To start to think about changes I will make when I am in Year 3 and know how to go about this. | To express how I feel when I see babies or baby animals.  To express how I might feel if I had a new baby in my family.  To identify how boys’ and girls’ bodies change on the outside during the growing up process.  To recognise how I feel about changes happening to me and how to cope with those feelings.  To identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.  To recognise stereotypical ideas I might have about parenting and family roles.  To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.  To start to think about changes I will make next year and how to go about this. | To appreciate that I am a unique human being.  To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.  To express how I feel about having children when I am an adult.  To have strategies to help me cope with the physical and emotional changes I will experience during puberty.  To be confident enough to try to make changes when I think they will benefit me.  To express my fears and concerns about changes that are outside of my control.  To identify changes that have been and may continue to be outside of my control.  To reflect on the changes I would like to make next year and can describe how to go about this. | To be aware of my own self image and how my body image fits into that.  To explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally.  To express how I feel about the changes that will happen to me during puberty.  To appreciate how amazing it is that human bodies can reproduce.  To feel confident that I can cope with the changes that growing up will bring.  To think about changes I will make next year and know how to go about this. | To express how I feel about the changes that will happen to me during puberty.  To recognise how I feel when I reflect on the development and birth of a baby.  To express how I feel about my self-image.  To consider what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. |
| Knowledge | Know that changes are OK and that sometimes they will happen whether I want them to or not.  Know how my body has changed since I was a baby, and what has stayed the same.  Know which parts of the body make boys different to girls and use the correct named for these: penis, testicles, vagina, vulva, anus.  Know that every time I learn something new I change a little bit.  Know some ways to cope with changes. | Know there are some changes that are outside my control and recognise how I feel about this.  Know the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.  Know what I like/don’t like about being a boy/girl.  Know there are different types of touch and can tell you which ones I like and don’t like.  Know what I am looking forward to when I move to my next class. | Know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.  Know how babies grow and develop in the mother’s uterus.  Know what a baby needs to live and grow.  Know that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies.  Know what I am looking forward to when I move to my next class. | Know that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.  Know that having a baby is a personal choice.  Know how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.  Know how to manage my concerns positively.  Know what I am looking forward to when I move to a new class. | Know how to develop my own self esteem.  Know that puberty is a natural process that happens to everybody and that it will be ok for me.  Know how boys’ and girls’ bodies change during puberty.  Know that sexual intercourse can lead to conception and that is how babies are usually made.  Know that sometimes people need IVF to help them have a baby.  Know what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).  Know what I am looking forward to when I move to my next class. | Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally.  Know how a baby develops from conception through the nine months of pregnancy, and how it is born.  Know that being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.  Know that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don’t want to.  Know the importance of a positive self-esteem and what I can do to develop it.  To know how to challenge negative ‘body-talk’.  To know how to prepare myself emotionally for the changes next year. |