



# PSHE - Whole School Progression Map

## PSHE Curriculum Statement

### Quotes that guide us:

‘It is vital that when educating our children’s brains, we do not neglect to educate their hearts.’ Dalai Lama

‘Do not judge me by my successes, judge me by how many times I fell down and got back up.’ Nelson Mandela

### Why is it important to teach PSHE? (Intent)

The purpose of teaching PSHE is to enable children to become a healthy, happy, independent and responsible member of society. It is important not just to help children develop academically but as people. School has a huge role to play in this. PSHE aims to help children understand and explore how they are developing personally and socially. It tackles many of the moral, social and cultural issues that are part of growing up.

### Key Concepts:

- We need to respect ourselves and others
- We need to express our views confidently, listening to and respecting the views of others
- We are aware of different types of relationships
- We are aware of our feelings and emotions and know some techniques for dealing with them
- We can identify ways to cope with new challenges
- We develop a growth mindset
- We can make choices about how to develop a healthy lifestyle.

### Curriculum Design (Implementation)

Our PSHE curriculum provides a clear and comprehensive document that will show progression of skills and knowledge across all key stages. The coverage of the PSHE curriculum is suggested by the PSHE Association, Teachers use cross-curricular links when possible.

Our PSHE curriculum gives children the opportunity to:

- Work collaboratively to explore and develop understanding of: relationships, health and well-being and living in the wider world.
- Utilise themed national initiative days to raise awareness and engage with rich experiences.

### Knowledge Focused

To ensure clear sequences of learning we use the PSHE Association question-based model of learning to plan lessons. Development and progression is ensured across each Key Stage.

### What we do well as a Trust (Impact)

As well as discrete lessons and being taught through topics, PSHE weaves through all that we do and is at the heart of our Trust ethos and culture. For example, PSHE is regularly taught through well prepared and planned assemblies which focus on such topics as having a Growth Mindset, how to be resilient, emotional literacy, self-regulation, diversity and bullying. PSHE is also taught through whole class Circle Times and discussions and even through other means such as class novels and poetry. As a Trust we have display boards which celebrate hard work and effort. We have regular Mindfulness activities throughout the day, this includes things such as yoga, meditation, colouring and massage. The school gets involved in a variety of fundraising events throughout the year. The Trust also engages with national days such as Odd Sock Day and anti-bullying week.

The wellbeing and happiness of our children is a priority. The Trust is trauma informed and mental health aware. All staff have received TIS training and there are specially trained TIS practitioners. When appropriate 1:1 sessions are provided by staff to children who are suffering from anxiety or other mental health issues, this sometimes happens in our schools’ HUT (Helping Us Thrive) rooms. The Trust has a Relationship Policy which guides and articulates how everyone treats everyone else. Our Managing & Supporting Positive Behaviour policy compliments this policy. We also share information about PSHE topics with parents, for example things such as values discussed in assemblies are also added to the weekly newsletters.

Our children are also encouraged to develop their self-worth by contributing to school life and the wider community, for example charity events, providing community donations (Harvest festival).

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### AIMS

The aims of Personal, Social & Health Education at Discovery Multi-Academy Trust are:

- To develop the knowledge, skills and attributes our pupils need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills which they will need throughout later life.
- To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum, and to prepare children to be global citizens now and in their future roles within the global community.
- To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the new PSHE strands: health and wellbeing, relationships and living in the wider world. See the Relationship and Sex Education Policy.
- To provide children with accurate and relevant knowledge of PSHE.
- To provide children with opportunities to create personal understanding.
- To provide children with opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities. Children will develop a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.

PSHE is an essential part of our everyday learning across the Trust. It is incorporated into everything that we do and relates closely to our vision of ensuring that every child is able to thrive and achieve their full potential, through quality learning experiences. We also ensure that our children are safe, secure and happy during their time with us and endeavour to fully prepare them for their secondary school education and beyond. We also enjoy working with and amongst our community and strongly believe that this supports our pupils' moral values.

### STATUTORY REQUIREMENTS

PSHE is a non-statutory subject. However, there are aspects of it which we are required to teach. We must teach Relationships and Sex Education (RSE) under the Children and Social Work Act 2017 ([legislation.gov.uk](http://legislation.gov.uk)) in line with the terms set out in the statutory guidance: Relationships and sex education (RSE) and health education - GOV.UK ([www.gov.uk](http://www.gov.uk)) We must teach Health Education under the same statutory guidance.

### WHAT WE TEACH

As stated above, we're required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above). Refer to our Relationships and Sex Education Policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on each of our school's websites, or through our school offices.

### HOW WE TEACH IT

Personal, Social and Emotional Development is a prime area within the Early Years Foundation Stage Framework. The prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. There are 3 strands within the area.

**Building relationships:** Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own needs and those of others.

**Self-regulation:** Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing self:** Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

The Trust uses the PSHE Association Question-Based model to support teaching and learning. PSHE themes are mapped onto long terms plans for each year group from EYFS – to Year 6 and lessons may be taught weekly, or blocked into a series of lessons. EYFS, PSHE also forms part of the Early Learning Goals learning and a more integrated approach to teaching this subject also occurs daily in the EYFS. Individual learning for PSHE is recorded in books, where appropriate, and whole class work may be recorded and shared in a class PSHE book e.g. whole class mind-mapping/annotations from discussions. Other evidence of curriculum learning for PSHE (and SMSC) is recorded in whole school/year group/class portfolios e.g. visitor experiences, trips, charity work/events.

PSHE is also taught in a cross curricular way and links with other subjects e.g. focusing in PE on how exercise makes us feel mentally as well as our bodies, promoting healthy lifestyles in Science and internet safety is taught through Computing.

Through the teaching of PSHE we are able to develop and actively promote the Fundamental British Values of: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is supported by the spiritual, moral, social and cultural (SMSC) aspects of school life.

Any trips taking place over the school year always make the most of any teaching and learning opportunities, so that pupils are able to develop many aspects of their lives. Throughout the year, we may arrange visits into the schools across the Trust from health care professionals or local community members who support our children in making safe and healthy choices. We also work with charities including the NSPCC and more locally with Junior Life Skills.

RSHE and PSHE should be accessible for all pupils. As a Trust we promote inclusion for all and celebrate difference. Every child and family have a right to feel included and valued in our school community. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identify, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take a positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities. Our Managing and Supporting Behaviour Policy also prioritises restorative practice to ensure social skills are developed at every opportunity.

All staff across the Trust teach pupils, and are aware, of both conscious and unconscious bias and how their attitudes and personal beliefs could affect the pupils in their care. Controversial and difficult questions are always dealt with rather than avoided. As part of being a Mentally Healthy Organisation (TISUK) relationships and social interactions are key as well as acting with empathy and compassion. We have worry boxes/'I wish my teacher knew' boxes set up around the



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schools/classes in the Trust, which children can use to put any concerns in. Our Helping Us Thrive (HUT) team empty these daily and provide support to pupils, or groups of pupils, with any worries or concerns. The HUT also offers interventions for children struggling with their SEMH.

Anything beyond the knowledge taught as part of our PSHE school or RSHE scheme is referred back to parents, so that we are not influencing pupils in any way.

The children across the Trust contribute to well-being surveys and pupil voice interviews. Assessment is also on-going, through feedback from the children. As with all of our learning in school, progress is reported to parent's day-day through formal and informal meetings, through written reports, emails and telephone conversations and scheduled annual parents' meetings.

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### Level expected at the end of EYFS

#### **Personal, Social and Emotional Development (Making Relationships)**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### **Physical Development (Health and Self-Care)**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

#### **Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### **Understanding the World (People and Communities)**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **Personal, Social and Emotional Development (Managing Feelings and Behaviour)**

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### **Understanding the World (Technology)**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

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# PSHE - Whole School Progression Map

PSHE Progression Map (PSHE Association Question-Based model) and the Christopher Winter Project 'Relationships and Sex Education' lessons.

PSHE - Curriculum Topic Overview						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<i>(All About Me)</i> What is a community?	<i>(Woodland Explorers)</i> How can I show I am a good listener? <b>CWP: Family &amp; Friendship 1</b>	<i>(To Infinity and Beyond)</i> Can I share and celebrate differences between each other?	<i>(Things that Grow)</i> How can I look after my body? <b>CWP: Family &amp; Friendship 2</b>	<i>(Trains, Planes and Cars)</i> Can I name and explain my emotions?	<i>(On the Seven Seas)</i> What makes a good friend? <b>CWP: Family &amp; Friendship 3</b>
Y1	<i>(Amazing Me)</i> What is the same and different about us?	<i>(Weather Watchers)</i> Who is special to us? <b>CWP: Growing &amp; Caring for Ourselves 1</b>	<i>(What's in the Toy Box?)</i> What helps us stay healthy?	<i>(Our Local Area)</i> What can we do with money? <b>CWP: Growing &amp; Caring for Ourselves 2</b>	<i>(Women in History)</i> Who helps to keep us safe?	<i>(Kenya: Too Hot to Handle!)</i> How can we look after each other and the world? <b>CWP: Growing &amp; Caring for Ourselves 3</b>
Y2	<i>(Our Great Britain)</i> What makes a good friend?	<i>(British Bridges)</i> What is bullying? <b>CWP: Differences 1</b>	<i>(Greenland: Below Zero)</i> What jobs do people do?	<i>(UK Climate)</i> What helps us to stay safe? <b>CWP: Differences 2</b>	<i>(World Explorers)</i> What helps us grow and stay healthy?	<i>(Commotion in the Ocean)</i> How do we recognise our feelings? <b>CWP: Differences 3</b>
Y3	<i>(Prehistoric Britain)</i> How can we be a good friend?	<i>(Master of Disaster)</i> What keeps us safe? <b>CWP: Valuing &amp; Difference and Keeping Safe 1</b>	<i>(Dinosaurs and Fossils)</i> What are families like?	<i>(Food and Farming)</i> What makes a community? <b>CWP: Valuing &amp; Difference and Keeping Safe 2</b>	<i>(Egyptians)</i> Why should we eat well and look after our teeth?	<i>(Plymouth Hoe: Our City!)</i> Why should we keep active and sleep well? <b>CWP: Valuing &amp; Difference and Keeping Safe 3</b>
Y4	<i>(Shang Dynasty)</i> What strengths, skills and interests do we have?	<i>(Journey Through North America)</i> How do we treat each other with respect? <b>CWP: Growing Up! 1</b>	<i>(Ancient Greece)</i> How can we manage our feelings?	<i>(Australia)</i> How will we grow and change <b>CWP: Growing Up! 2</b>	<i>(Ancient Rome)</i> How can our choices make a difference to others and the environment?	<i>(Inventions Which Changed the World)</i> How can we manage risk in different places? <b>CWP: Growing Up! 3</b>
Y5	<i>(Romans in Britain/ Anglo Saxons)</i> What makes up a person's identity?	<i>(Space: Out of this World)</i> What decision can people make with money <b>CWP: Puberty 1</b>	<i>(Vikings)</i> How can we help in an accident or emergency?	<i>(Our Changing World)</i> How can friends communicate safely? <b>CWP: Puberty 2</b>	<i>(Ancient Maya)</i> How can drugs common to everyday life affect health?	<i>(Amazon Rainforest)</i> What jobs would we like? <b>CWP: Puberty 3</b>
Y6	<i>(Dartmoor)</i> How can we keep healthy as we grow?	<i>(Tudors: Port of Plymouth)</i> How can we keep healthy as we grow? <b>CWP: Puberty. Relationships &amp; Reproduction 1 &amp; 2</b>	<i>(British Empire &amp; Industrial)</i> How can the media influence people?	<i>(Biomes of the World)</i> How can the media influence people?	<i>(20<sup>th</sup> Century Conflict)</i> What will change as we become more independent? How do friendships change as we grow? <b>CWP: Puberty. Relationships &amp; Reproduction 3 &amp; 4</b>	

Key – Overriding Theme	
	Relationships
	Health and wellbeing
	Living in the wider world

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Relationships							
PSHE Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families & Friendships	<p><b>Autumn 2</b> <u>How can I show that I am a good listener?</u></p> <p><b>C&amp;L</b> <b>ELG: Listening, Attention and Understanding Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b>Autumn 2</b> <u>Who is special to us?</u></p> <p><b>Relationships</b> <b>Ourselfs</b> and others; people who care for us; groups we belong to; families:</p> <ul style="list-style-type: none"> <li>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>about the different people in their family / those that love and care for them</li> <li>what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>how families are all different but share common features – what is the same and different about them</li> <li>about different features of family life, including what families do / enjoy together</li> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>	<p><b>Autumn 1</b> <u>What makes a good friend?</u></p> <p><b>Relationships</b> <b>Friendship;</b> feeling lonely; managing arguments:</p> <ul style="list-style-type: none"> <li>how to make friends with others</li> <li>how to recognise when they feel lonely and what they could do about it</li> <li>how people behave when they are being friendly and what makes a good friend</li> <li>how to resolve arguments that can occur in friendships</li> <li>how to ask for help if a friendship is making them unhappy</li> </ul>	<p><b>Autumn 1</b> <u>How can we be a good friend?</u></p> <p><b>Relationships</b> <b>Friendship;</b> making positive friendships, managing loneliness, dealing with arguments:</p> <ul style="list-style-type: none"> <li>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>			
	<p><b>Summer 2</b> <u>What makes a good friend?</u></p> <p><b>PSED</b> <b>ELG: Building Relationships</b> <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>			<p><b>Spring 1</b> <u>What are families like?</u></p> <p><b>Relationships</b> <b>Families;</b> family life; caring for each other:</p> <ul style="list-style-type: none"> <li>how families differ from each other (including that not every family has the same family structure, e.g. single</li> </ul>			

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				<p>parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <ul style="list-style-type: none"> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>			
<b>Safe Relationships</b>			<p><b>Autumn 2</b> <b><u>What is bullying?</u></b></p> <p><b>Relationships Behaviour; bullying; words and actions; respect for others</b></p> <ul style="list-style-type: none"> <li>• how words and actions can affect how people feel</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>			<p><b>Spring 2</b> <b><u>How can friends communicate safely?</u></b></p> <p><b>Relationships Friendships; relationships; becoming independent; online safety:</b></p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making</li> </ul>	<p><b>Summer 1 &amp; 2</b> <b><u>What will change as we become more independent?</u></b></p> <p><b><u>How do friendships change as we grow?</u></b></p> <p><b>Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school:</b></p> <ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> </ul>

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						<p>them feel worried, unsafe or uncomfortable</p> <p>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>	<ul style="list-style-type: none"> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made<sup>2</sup></li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>
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<b>Respecting Ourselves &amp; Others</b>	<p><b><u>Spring 2</u></b> <b><u>Can I share and celebrate difference between each other?</u></b></p> <p><b>UW</b> <b>ELG: People, Culture and Communities</b> <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> </ul>	<p><b><u>Autumn 1</u></b> <b><u>What is the same and different about us?</u></b></p> <p><b>Ourselves and others; similarities and differences; individuality; our bodies:</b></p> <ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>what makes them special and how everyone has different strengths</li> <li>how their personal features or qualities are unique to them</li> <li>how they are similar or different to others, and what they have in common</li> <li>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>			<p><b><u>Autumn 2</u></b> <b><u>How do we treat each other with respect?</u></b></p> <p><b>Relationships Respect for self and others; courteous behaviour; safety; human rights:</b></p> <ul style="list-style-type: none"> <li>how people's behaviour affects themselves and others, including online</li> <li>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>about the relationship between rights and responsibilities</li> <li>about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</li> <li>the rights that children have and why it is important to protect these*</li> <li>that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>		

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Health and Wellbeing							
PSHE Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health & Mental Wellbeing	<p><u>Spring 2</u> <u>How can I look after my body?</u></p> <p><b>PSED</b> <b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><u>Spring 1</u> <u>What helps us stay healthy?</u></p> <p>Health and wellbeing Being healthy; hygiene; medicines; people who help us with health:</p> <ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>that things people put into or onto their bodies can affect how they feel</li> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	<p><u>Summer 2</u> <u>How do we recognise our feelings?</u></p> <p>Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up:</p> <ul style="list-style-type: none"> <li>how to recognise, name and describe a range of feelings</li> <li>what helps them to feel good, or better if not feeling good</li> <li>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>how feelings can affect people in their bodies and their behaviour</li> <li>ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p><u>Summer 1</u> <u>Why should we eat well and look after our teeth?</u></p> <p>Health and wellbeing Being healthy: eating well, dental care:</p> <ul style="list-style-type: none"> <li>how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>how people make choices about what to eat and drink, including who or what influences these</li> <li>how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>		<p><u>Summer 1</u> <u>How can drugs common to everyday life affect health?</u></p> <p>Health and wellbeing Drugs, alcohol and tobacco; healthy habits:</p> <ul style="list-style-type: none"> <li>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>how laws surrounding the use of drugs exist to protect them and others</li> <li>why people choose to use or not use different drugs</li> <li>how people can prevent or reduce the risks associated with them</li> <li>that for some people, drug use can become a habit which is difficult to break</li> <li>how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<p><u>Autumn 1 &amp; 2</u> <u>How can we keep healthy as we grow?</u></p> <p>Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility:</p> <ul style="list-style-type: none"> <li>how mental and physical health are linked</li> <li>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>how to plan a healthy meal</li> <li>how to stay physically active</li> <li>how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>how to benefit from and stay safe in the sun</li> <li>how and why to balance time spent online with other activities</li> <li>how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>how to manage the influence of friends and family on health choices</li> </ul> </li> <li>that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> </ul>
	<p><u>Summer 1</u> <u>Can I name and explain my emotions?</u></p> <p><b>PSED</b> <b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says,</li> </ul>			<p><u>Summer 2</u> <u>Why should we keep active and sleep well?</u></p> <p>Health and wellbeing Being healthy: keeping active, taking rest:</p> <ul style="list-style-type: none"> <li>how regular physical activity benefits bodies and feelings</li> <li>how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>how to make choices about physical activity, including what and who influences decisions</li> </ul>			

# PSHE - Whole School Progression Map

	responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			<ul style="list-style-type: none"> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>			<ul style="list-style-type: none"> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2 PSHE Association and - The sleep factor (KS2) Rise Above – Sleep (KS2) Rise Above – Social media (KS2) *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</li> <li>• that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else'</li> </ul>
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# PSHE - Whole School Progression Map

Growing & Changing			<u>Summer 1</u> <b>What help us grow and stay healthy?</b>		<u>Spring 2</u> <b>How will we grow and change?</b>	<u>Autumn 1</u> <b>What makes up a person's identity?</b>	
			<b>Health and wellbeing</b> <b>Being healthy: eating, drinking, playing and sleeping:</b> <ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>that eating and drinking too much sugar can affect their health, including dental health</li> <li>how to be physically active and how much rest and sleep they should have everyday</li> <li>that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>		<b>Health and wellbeing</b> <b>Growing and changing; puberty:</b> <ul style="list-style-type: none"> <li>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>how puberty can affect emotions and feelings</li> <li>how personal hygiene routines change during puberty</li> <li>how to ask for advice and support about growing and changing and puberty</li> </ul>	<b>Health and wellbeing</b> <b>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes:</b> <ul style="list-style-type: none"> <li>how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>how to challenge stereotypes and assumptions about others.</li> </ul>	

# PSHE - Whole School Progression Map

Keeping Safe		<u>Summer 1</u> <b>Who helps to keep us safe?</b>	<u>Spring 2</u> <b>What helps us to stay safe?</b>	<u>Autumn 2</u> <b>What keeps us safe?</b>	<u>Autumn 1</u> <b>What strengths, skills and interests do we have?</b>	<u>Spring 1</u> <b>How can we help in an accident or emergency?</b>	
		<b>Health and wellbeing</b> <b>Keeping safe; people who help us:</b> <ul style="list-style-type: none"> <li>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>how to respond safely to adults they don't know</li> <li>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<b>Health and wellbeing</b> <b>Keeping safe; recognising risk; rules:</b> <ul style="list-style-type: none"> <li>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<b>Health and wellbeing</b> <b>Keeping safe; at home and school; our bodies; hygiene; medicines and household products:</b> <ul style="list-style-type: none"> <li>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>what to do in an emergency, including</li> </ul>	<b>Health and wellbeing</b> <b>Self-esteem: self-worth; personal qualities; goal setting; managing setbacks:</b> <ul style="list-style-type: none"> <li>how to recognise personal qualities and individuality</li> <li>to develop self-worth by identifying positive things about themselves and their achievements</li> <li>how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>how to set goals for themselves</li> <li>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul> <u>Spring 1</u> <b>How can we manage our feelings?</b>	<b>Health and wellbeing</b> <b>Basic first aid, accidents, dealing with emergencies:</b> <ul style="list-style-type: none"> <li>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>that if someone has experienced a head injury, they should not be moved</li> <li>when it is appropriate to use first aid and the importance of seeking adult help Red Cross - Life. Live it Help save lives / Emergency action</li> <li>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul>	



# PSHE - Whole School Progression Map

				<p>calling for help and speaking to the emergency services</p>	<p>expressed in different ways</p> <ul style="list-style-type: none"> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul> <p><b><u>Summer 2</u></b> <b><u>How can we manage risk in different places?</u></b></p> <p><b>Health and wellbeing</b> <b>Keeping safe; out and about; recognising and managing risk:</b></p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what</li> </ul>		
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# PSHE - Whole School Progression Map

					<p>is appropriate to share or not share online</p> <ul style="list-style-type: none"> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>		
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# PSHE - Whole School Progression Map

Living in the Wider World							
PSHE Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belonging to a Community	<u>Autumn 1</u> <u>What is a community?</u>  <b>UW</b> <b>ELG: People, Culture and Communities</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<u>Summer 2</u> <u>How can we look after each other and the world?</u>  <b>Living in the wider world</b> <b>Ourselves and others; the world around us; caring for others; growing and changing:</b> <ul style="list-style-type: none"> <li>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>the responsibilities they have in and out of the classroom</li> <li>how people and animals need to be looked after and cared for</li> <li>what can harm the local and global environment; how they and others can help care for it</li> <li>how people grow and change and how people's needs change as they grow from young to old</li> <li>how to manage change when moving to a new class/year group</li> </ul>		<u>Spring 2</u> <u>What makes a community?</u>  <b>Living in the wider world</b> <b>Community; belonging to groups; similarities and differences; respect for others:</b> <ul style="list-style-type: none"> <li>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>how the community helps everyone to feel included and values the different contributions that people make</li> <li>how to be respectful towards people who may live differently to them</li> </ul>	<u>Summer 1</u> <u>How can our choices make a difference to others and the environment?</u>  <b>Living in the wider world</b> <b>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions:</b> <ul style="list-style-type: none"> <li>how people have a shared responsibility to help protect the world around them</li> <li>how everyday choices can affect the environment</li> <li>how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>how to show care and concern for others (people and animals)</li> <li>how to carry out personal responsibilities in a caring and compassionate way</li> </ul>		
	<b>PSED</b> <b>ELG: Managing Self</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>						
	<b>UW</b> <b>ELG: Past and Present</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>						

# PSHE - Whole School Progression Map

<p><b>Media/Literacy/ Digital Resilience</b></p>							<p><b><u>Spring 1 &amp; 2</u></b> <b><u>How can the media influence people?</u></b></p> <p><b>Living the wider world Media literacy and digital resilience; influences and decision-making; online safety:</b></p> <ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed</li> </ul>
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# PSHE - Whole School Progression Map

							<p>online which is upsetting, frightening or untrue</p> <ul style="list-style-type: none"> <li>to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>
<b>Money &amp; Work</b>		<p><b><u>Spring 2</u></b> <b><u>What can we do with money?</u></b></p> <p><b>Living in the wider world</b> <b>Money; making choices; needs and wants:</b></p> <ul style="list-style-type: none"> <li>what money is - that money comes in different forms</li> <li>how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>how people make choices about what to do with money, including spending and saving</li> <li>the difference between needs and wants - that people may not always be able to have the things they want</li> <li>how to keep money safe and the different ways of doing this</li> </ul>	<p><b><u>Spring 1</u></b> <b><u>What jobs do people do?</u></b></p> <p><b>Living in the wider world</b> <b>People and jobs; money; role of the internet:</b></p> <ul style="list-style-type: none"> <li>how jobs help people earn money to pay for things they need and want</li> <li>about a range of different jobs, including those done by people they know or people who work in their community</li> <li>how people have different strengths and interests that enable them to do different jobs <ul style="list-style-type: none"> <li>how people use the internet and digital devices in their jobs and everyday life</li> </ul> </li> </ul>			<p><b><u>Autumn 2</u></b> <b><u>What decisions can people make with money?</u></b></p> <p><b>Living in the wider world</b> <b>Money; making decisions; spending and saving:</b></p> <ul style="list-style-type: none"> <li>how people make decisions about spending and saving money and what influences them</li> <li>how to keep track of money so people know how much they have to spend or save</li> <li>how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>how to recognise what makes something 'value for money' and what this means to them</li> <li>that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul> <p><b><u>Summer 2</u></b> <b><u>What jobs would we like?</u></b></p>	



# PSHE - Whole School Progression Map

						<p><b>Living in the wider world</b>  <b>Careers; aspirations; role models; the future:</b></p> <ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>	
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# PSHE - Whole School Progression Map

PSHE Key Vocabulary							
Term/Year Group	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	PAST BODY FACE HOUSE SCHOOL  PRESENT PAST DIFFERENT GROW	SAME. DIFFERENT, SIMILARITIES	FRIENDSHIP, KINDNESS, BULLYING	KINDNESS, CONSIDERATION, CARING	ATTRIBUTES, HOBBIES, CONFIDENCE	ACCIDENT, EMERGENCY, RESPONSE	NUTRITION, MENTAL HEALTH, PHYSICAL HEALTH, EXERCISE
Autumn 2		SPECIAL, FAMILY, FRIENDS	BULLYING, UNKIND, REPORT	RISKS, REGULATIONS, INAPPROPRIATE	MUTUAL RESPECT, EMPATHY, PERSPECTIVE	BUDGET, INVESTMENT, GAMBLING	INFLUENCE, CHOICE
Spring 1		HEALTHY, UNHEALTHY, FOOD	JOB, VOLUNTEERING, PAID	DIVERSITY, LOVING, SUPPORTIVE	REGULATION, AWARENESS, STRATEGY	TALENTS, DETERMINATION, COMMITMENT	DIGITAL RESILIENCE, BODY DYSMORPHIA, GENDER IDENTITY
Spring 2		MONEY, SAVING, SPENDING	ONLINE, SAFETY, BULLYING	COHESION, COMMUNICATION, ETHOS	PUBERTY, PERSONAL HYGIENE	E-SAFETY, REPORTING, CEOP	MANIPULATED, GAMBLING, CONTENT
Summer 1		SAFE, ADULTS, EMERGENCY	GROW, HEALTHY, CARE	DECAY, BACTERIA, ENAMEL	RESPONSIBILITY, CONCERN, COMPASSIONATE	LEGAL, ILEGAL, HABIT	RESPONSIBILITIES, ECONOMIC WELL- BEING, ASPIRATIONS
Summer 2		CARING, PLANET, ENVIRONMENT	HAPPY, SAD, ANGRY, COPING	REJUVINATION, GROWTH, CONCENTRATION	IMPACT, PEER APPROVAL, LAWS	QUALIFIATIONS, STEREOTYPES, CAREER	SAFE RELATIONSHIPS, RESOLUTION, INFLUENCE

Key – Overriding Theme	
	Relationships
	Health and wellbeing
	Living in the wider world