



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) in line with the terms set out in the statutory guidance: Relationships and sex education (RSE) and health education - GOV.UK (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 identity, 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 - 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?	<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?	<i>(Trains, Planes and Cars)</i> Can I name and explain my emotions?	<i>(On the Seven Seas)</i> What makes a good friend?
Y1	<i>(Amazing Me)</i> What is the same and different about us?	<i>(Weather Watchers)</i> Who is special to us?	<i>(What's in the Toy Box?)</i> What helps us stay healthy?	<i>(Our Local Area)</i> What can we do with money?	<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?
Y2	<i>(Our Great Britain)</i> What makes us a good friend?	<i>(British Bridges)</i> What is bullying?	<i>(Greenland: Below Zero)</i> What jobs do people have?	<i>(UK Climate)</i> What helps us to stay safe?	<i>(World Explorers)</i> What helps us grow and stay healthy?	<i>(Commotion in the Ocean)</i> How do we recognise our feelings?
Y3	<i>(Prehistoric Britain)</i> How can we be a good friend?	<i>(Master of Disaster)</i> What keeps us safe?	<i>(Dinosaurs and Fossils)</i> What are families like?	<i>(Food and Farming)</i> What makes a community?	<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?
Y4	<i>(Shang Dynasty)</i> What strengths, skills and interests do we have?	<i>(Journey Through North America)</i> How do we treat other people with respect?	<i>(Ancient Greece)</i> How can we manage our feelings?	<i>(Australia)</i> How will we grow and change	<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?
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	<i>(Vikings)</i> How can we help in an accident or emergency?	<i>(Our Changing World)</i> How can friends communicate safely?	<i>(Ancient Maya)</i> How can drugs common to everyday life affect health?	<i>(Amazon Rainforest)</i> What jobs would we like?
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?	<i>(British Empire & Industrial)</i> How can the media influence people?	<i>(Biomes of the World)</i> How can the media influence people?	<i>(20th Century Conflict)</i> What will change as we become more independent? How do friendships change as we grow?	

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

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Relationships							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and Friendships	<ul style="list-style-type: none"> Build constructive and respectful relationships. (PSED) Talk about members of their immediate family and community. (UW) Name and describe people who are familiar to them. (UW) 	<u>Roles of different people; families; feeling cared for</u> <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family. 	<u>Making friends; feeling lonely and getting help</u> <ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<u>What makes a family; features of family life</u> <ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<u>Positive friendships, including online</u> <ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online 	<u>Managing friendships and peer influence</u> <ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships 	<u>Attraction to others; romantic relationships; civil partnership and marriage</u> <ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried
Safe Relationships	<ul style="list-style-type: none"> <i>Form positive attachments to adults and friendships with peers. (PSED)</i> <i>Work and play cooperatively and take turns with others. (PSED)</i> 	<u>Recognising privacy; staying safe; seeking permission</u> <ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help. 	<u>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</u> <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online 	<u>Personal boundaries; safely responding to others; the impact of hurtful behaviour</u> <ul style="list-style-type: none"> what is appropriate to share with friends, classmates, family and 	<u>Responding to hurtful behaviour; managing confidentiality; recognising risks online</u> <ul style="list-style-type: none"> to differentiate between playful teasing, hurtful 	<u>Physical contact and feeling safe</u> <ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted 	<u>Recognising and managing pressure; consent in different situations</u> <ul style="list-style-type: none"> to compare the features of a healthy

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	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. (PSED) 	<ul style="list-style-type: none"> • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches). • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others, how to ask for and give/not give permission 	<ul style="list-style-type: none"> • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<ul style="list-style-type: none"> • wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<ul style="list-style-type: none"> • behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<ul style="list-style-type: none"> • or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact 	<ul style="list-style-type: none"> • and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
Respecting Ourselves and Others	<ul style="list-style-type: none"> • See themselves as a valuable individual. (PSED) • Express their feelings and consider the feelings of others. (PSED) • Identify and moderate their own feelings socially and emotionally. (PSED) • Think about the perspectives of others. (PSED) • Develop storylines in their pretend play. (EAD) • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (PSED) • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an 	<u>How behaviour affects others; being polite and respectful</u> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out of school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns 	<u>Recognising things in common and differences; playing and working cooperatively; sharing opinions</u> <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<u>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</u> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely 	<u>Respecting differences and similarities; discussing difference sensitively</u> <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss 	<u>Responding respectfully to a wide range of people; recognising prejudice and discrimination</u> <ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia 	<u>Expressing opinions and respecting other points of view, including discussing topical issues</u> <ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage



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	<p><i>ability to follow instructions involving several ideas or actions. (PSED)</i></p> <ul style="list-style-type: none">• <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (PSED)</i>• <i>Work and play cooperatively and take turns with others. (PSED)</i>• 			<ul style="list-style-type: none">• the ways in which people show respect and courtesy in different cultures and in wider society	<p>difference and include everyone</p>	<ul style="list-style-type: none">• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment• the impact of discrimination on individuals, groups and wider society• ways to safely challenge discrimination• how to report discrimination online	<p>conflict or disagreements</p>
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Living in the Wider World							
Belonging to a Community	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes (PD) Understand that some places are special to members of their community. (UW) Recognise that people have different beliefs and celebrate special times in different ways. (UW) Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED) Talk about the lives of the people around them and their roles in society. (UW) 	<u>What rules are; caring for others' needs; looking after the environment</u> <ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs • how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling. 	<u>Belonging to a group; roles and responsibilities; being the same and different in the community</u> <ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community. about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community 	<u>The value of rules and laws; rights, freedoms and responsibilities</u> <ul style="list-style-type: none"> the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<u>What makes a community; shared responsibilities</u> <ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them 	<u>Protecting the environment; compassion towards others</u> <ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment 	<u>Valuing diversity; challenging discrimination and stereotypes</u> <ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this
Media Literacy and Digital Resilience		Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
		<ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online. 	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true 	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play 	<ul style="list-style-type: none"> that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising 	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is 	<ul style="list-style-type: none"> about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate through social media and some of the risks and challenges of doing so

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				<p>or a website is appropriate for their age-group</p> <ul style="list-style-type: none"> to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<ul style="list-style-type: none"> why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access 	<p>based on fact, opinion, or is biased</p> <ul style="list-style-type: none"> that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information 	<ul style="list-style-type: none"> that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact
Money and Work		<p><u>Strengths and interests; jobs in the community</u></p> <ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do. 	<p><u>What money is; needs and wants; looking after money</u></p> <ul style="list-style-type: none"> about what money is, its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	<p><u>Different jobs and skills; job stereotypes; setting personal goals</u></p> <ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p><u>Making decisions about money; using and keeping money safe</u></p> <ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p><u>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</u></p> <ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it 	<p><u>Influences and attitudes to money; money and financial risks</u></p> <ul style="list-style-type: none"> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks



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						<ul style="list-style-type: none">that there is a variety of routes into work e.g. college, apprenticeships, university, training	
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Health and Wellbeing							
Physical Health and Mental Wellbeing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. (PSED) Think about the perspectives of others. (PSED) Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. (PSED) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED) 	<p><u>Keeping healthy; food and exercise; hygiene routines; sun safety</u></p> <ul style="list-style-type: none"> what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun 	<p><u>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</u></p> <ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<p><u>Health choices and habits; what affects feelings; expressing feelings</u></p> <ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language 	<p><u>Maintaining a balanced lifestyle; oral hygiene and dental care</u></p> <ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p><u>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</u></p> <ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment 	<p><u>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</u></p> <ul style="list-style-type: none"> that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult about the changes that may occur in life including death, and



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				<ul style="list-style-type: none"> to recognise how feelings can change overtime and become more or less powerful 			<p>how these can cause conflicting feelings</p> <ul style="list-style-type: none"> that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online
Growing and Changing		<u>Recognising what makes them unique and special; feelings; managing when things go wrong</u> <ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others • how feelings can affect how people behave 	<u>Growing older; naming body parts; moving class or year</u> <ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	<u>Personal strengths and achievements; managing and reframing setbacks</u> <ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self - worth e.g. finding school work difficult, friendship issues 	<u>Physical and emotional changes in menstruation; personal hygiene routines</u> <ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing 	<u>Personal identity; recognising individuality and different qualities; mental wellbeing; external genitalia; support with puberty</u> <ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing 	<u>Human reproduction and birth; increasing independence; managing transitions</u> <ul style="list-style-type: none"> to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school •practical strategies that can help to manage

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				<ul style="list-style-type: none"> basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	regularly and using deodorant <ul style="list-style-type: none"> how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty 	<ul style="list-style-type: none"> about the link between participating in interests, hobbies and community groups and mental wellbeing 	times of change and transition e.g. practising the bus route to secondary school <ul style="list-style-type: none"> identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² about the responsibilities of being a parent or carer and how having a baby changes someone's life
Keeping Safe	<ul style="list-style-type: none"> <i>Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED)</i> 	<u>How rules and age restrictions help us; keeping safe online</u> <ul style="list-style-type: none"> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<u>Safety in different environments; risk and safety at home; emergencies</u> <ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or 	<u>Risks and hazards; safety in the local environment and unfamiliar places</u> <ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<u>Medicines and household products; drugs common to everyday life</u> <ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life 	<u>Keeping safe in different situations, including responding in emergencies, first aid and FGM</u> <ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour how to deal with common injuries using basic first aid techniques how to respond in an emergency, including when and how to contact different emergency services 	<u>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</u> <ul style="list-style-type: none"> how to protect personal information online to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be



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			<p>onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> <ul style="list-style-type: none">• how to respond if there is an accident and someone is hurt• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say		<ul style="list-style-type: none">• that for some people using drugs can become a habit which is difficult to break• how to ask for help or advice	<ul style="list-style-type: none">• that female genital mutilation (FGM) is against British law¹• what to do and whom to tell if they think they or someone they know might be at risk of FGM	<ul style="list-style-type: none">• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others• how to report the misuse of personal information or sharing of upsetting content/ images online• about the different age rating systems for social media, T.V, films, games and online gaming• why age restrictions are important and how they help people make safe decisions about what to watch, use or play• about the risks and effects of different drugs• about the laws relating to drugs common to everyday life and illegal drugs• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs• about the organisations where people can get help and support concerning drug use• how to ask for help if they have concerns about drug use• about mixed messages in the media relating to drug use and how they might influence opinions and decisions
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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	QUALIFICATIONS, STEREOTYPES, CAREER	SAFE RELATIONSHIPS, RESOLUTION, INFLUENCE

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



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Classroom Environment	Working Walls	Planning	Teaching	Books/Marking	Resources	Interventions/ Assessments
<p>PSHE/feelings themed books available in corners.</p> <p>Worry box/What I want my teacher to know box in every classroom which is checked regularly.</p> <p>KSI can have faces that they can write their names on.</p> <p>Display for feelings regulation in every classroom.</p> <p>Recognition board in each classroom with a daily/weekly focus.</p>	<p>Some work from each unit displayed on working wall e.g. sheets.</p>	<p>Follow the PSHE association and use the program builder for Learning objectives.</p> <p>Use key vocab from LTP in planning.</p>	<p>At least 6 lessons per short term, using PSHE association LO's.</p> <p>At least once a week, class discussion/ reflection about what has gone well during the week and how they are feeling. Whole class discussions on how to manage our feelings/ conflicts during the week.</p>	<p>At least 3 pieces of written work in PSHE books per topic/short term. These can be sheets or written work.</p> <p>Annotate planning when lessons are discussion based.</p>	<p>PSHE association</p> <p>R-time?</p>	<p>Additional lessons depending on needs of the class.</p> <p>Data put onto insight.</p>



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