



PSHE Progression Map

		Year 3	Year 4	Year 5	Year 6
Vocabulary		Trust, cooperation, stereotype, diversity, community, nutrition, hygiene	Invest, poverty, alcohol, nicotine, rights, bullying, lifecycle, bereavement	Perseverance, stress, ethnicity, puberty, prejudice, consequences, virus, bacteria	Rights, rules, responsibility, election, debate, solvents, peer pressure, relationships, gender
Myself and My Relationships	Family and Friends		<ul style="list-style-type: none"> Be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends. Understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict and other issues in friendships. Be able to identify similarities and differences between themselves and their peers and be able to recognise there are sometimes different points of view in a situation. Be able to identify special people in their support networks and know from whom and how to access support. Be able to recognise that people live in different family patterns. 		<ul style="list-style-type: none"> Be able to identify the special people in their networks and to recognise how their networks have changed and developed. Have developed ways of beginning new friendships and of maintaining existing ones during times of change. Recognise and value differences between people and how that can be a positive aspect of their friendships. Have strategies for managing some of the pressures in relationships. Understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations. Know how to get support from people they trust and how they can support other people.
	Beginning and belonging	<ul style="list-style-type: none"> Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class. Be able to identify emotions that they or someone else might feel in a new situation and will know some ways to help someone who is new to the class and the school. Be able to identify people at home, at school and in other contexts of their lives to include in their support networks. Know how they can access support and some ways they can help other people. 		<ul style="list-style-type: none"> Be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn. Know the names of everyone in their class and be able to build new relationships. Know how it feels to be in a new situation in different contexts and have strategies for managing those emotions. Be able to identify a range of people in their support networks and know how to access help and support. Have ideas for making new people feel welcome, and be able to offer support to others who need help 	
	Anti-bullying	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying. Understand that sometimes people are bullied because of issues relating to their identity e.g. Ethnicity, religion, culture or family life. Be able to describe the feelings of those involved in bullying including those who bully others. Be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation. Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Be able to describe the key characteristics and forms of bullying. Be able to talk about personal reasons why someone may engage in bullying. Be beginning to identify and describe specific types of prejudice driven bullying. Be able to describe the different roles of those involved in a bullying situation. Be able to describe how peer pressure affects a situation and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied. Be able to describe confidently and demonstrate a number of assertiveness techniques. Be beginning to identify places where bullying may take place in the community.



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	My emotions	<ul style="list-style-type: none"> Be able to recognise and communicate how they are feeling. Be able to recognise and describe feelings in others, using non-verbal as well as spoken cues. Have developed some strategies to deal with their own strong emotions and with feeling overwhelmed. Know that there is a link between thoughts, feelings and behaviour. Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive. Have developed some understanding of the 'fight or flight' response and how this can affect behaviour. Begin to use a simple problem-solving process, sometimes independently, and have some strategies to solve a problem. Know what it feels and looks like to be assertive and when it might be appropriate. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Be able to recognise and describe feelings in themselves and others, including mixed emotions and moods. Be able to communicate effectively how they are feeling, including reasons for that feeling. Regularly use some strategies to manage their feelings, including calming and relaxing themselves. Begin to develop strategies for understanding and responding sensitively to others' emotions. Use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful. Understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help. Be able to use a simple problem-solving process and sometimes support others to do so too. Know what it feels and looks like to be assertive and understand some situations where being assertive might be important. 	<ul style="list-style-type: none">
	Managing Change	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Be able to identify changes that they and other children may experience in their lives. Be able to name emotions that may be involved in loss and change situations and have some strategies for coping with them. Know what helps or hinders when they are experiencing difficult emotions. Understand how someone who experiences bereavement might feel. Know who they can talk to if they are experiencing difficult emotions, and how to ask for help. Be able to plan to make a chosen change happen 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Be able to identify a range of situations which involve loss and change. Recognise emotions associated with loss and change and understand how these feelings can change. Be able to identify what might help when experiencing difficult emotions. Know how they can access support and how they can support other people. Be able to reflect on their own experiences of change and describe some ways they have affected them. Have developed strategies for coping with future changes, including transition to secondary school
Economic Wellbeing	Financial Capability	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Know that we receive money through a variety of means, including paid work. Know ways to keep money safe, including saving it. Understand that some of the ways we use money can make it grow or involve risk. Understand that we make choices about spending for many different reasons. Begin to understand that the choices we make affect us, our communities and the wider world. Begin to understand and manage the sometimes uncomfortable and changing feelings we have about money. Begin to understand that money may have different value and meaning to different people at different times and in different cultures. Know about the work of a charity and why we might need it. Be able to manage money effectively in real life situations 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Have a broad view of what money is, including history, trade and currencies. Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community. Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture. Understand how our choices can have an impact on the local and wider communities. Understand that managing money is complex and may involve risk but there are people who can help. Have a broad view of what we mean by poverty and know something of its links with trade and charities. Understand that feelings around money can be complex, difficult and changeable. Be able to manage money effectively in real life situations, making informed choices, tracking their spending and keeping within a budget.



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Citizenship	Rights, rules and responsibilities		<ul style="list-style-type: none"> • Be able to explain the difference between wants and needs. • Be able to explain why rights are important. • Be able to explain that rights come with responsibilities and explain how these responsibilities affect their actions. • Be able to explain why rules are needed and be able to identify those which are necessary and useful. • Participate in making class ground rules and show or explain what following the rules looks like. • Suggest different ways of making a decision and ways they can influence decision making in school. • Be able to describe what a representative does. • Take part in simple debating and voting. 		<ul style="list-style-type: none"> • Be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important. • Identify some of the links between rights, rules and responsibilities. • Be able to suggest useful ground rules and give examples of what following the rules looks like. • Understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations. • Know why rules and laws are needed in society and explain some reasons why people sometimes break them. • Understand the role of parliament, MPs, local councils and councillors and link this with school councils. • Be able to express their views on a moral or social question and listen to the views of others.
	Working together	<ul style="list-style-type: none"> • Be able to identify their own strengths and skills and those of others. • Be able to identify skills they would like to develop. • Take part in a class learning challenge. • Know how to show they are listening using their body, express opinions confidently and ask open questions. • Be able to work as a group to make decisions and solve a problem. • Know how different people can contribute to a group task. • Be able to persevere at a task. • Be able to evaluate a group task, including giving and receiving feedback. 		<ul style="list-style-type: none"> • Be able to identify their own strengths and skills, those of others and know how these can complement each other. • Be able to talk about skills they would like to develop and hopes for the future. • Understand that the ability to learn is a valuable skill. • Know some skills which might be useful in a range of jobs. • Communicate effectively, using listening, negotiation, debating and chairing skills. • Recognise influences on their decision making, including the media. • Know how to persevere. • Use evaluation and feedback to inform future work. 	
	Diversity & Community	<ul style="list-style-type: none"> • Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. • Recognise difference and respect diversity, including the importance of recognising and challenging stereotypes. • Know about groups and communities that exist locally, and the roles some people play in the community. • Understand some different forms the media can take and some of what it does. • Understand some of the needs of and how to care for the local environment. • Know about the needs of animals, including pets, and the responsibilities of humans towards them. 		<ul style="list-style-type: none"> • Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves. • Be able to describe the ethnic make-up of their community and different groups that live in Britain. • Recognise the negative effects of stereotyping and prejudice. • Know about how they and others, including volunteers, contribute to the community. • Understand about the role of the media and its possible influences. • Understand some ways of caring for the environment and the contribution they can make. 	



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Healthy and Safer Lifestyles	Managing Risk	<ul style="list-style-type: none"> Be able to give an example of a physical, a social and an emotional risk. Be able to give an example of how their friends might affect their decisions about risky situations. Be able to name some emotions they might feel in a risky situation and how these might affect their body. Be able to explain a strategy they could use for decision making in risky situations. Be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents. Be able to name some people they could ask for help in a risky situation. Be able to recognise an emergency and suggest suitable action. 		<ul style="list-style-type: none"> Be able to describe a positive and negative consequence of taking a risk. Be able to give an example of a physical, social and emotional risk. Be able to evaluate how risky something is and explain their reasoning. Be able to describe a situation where they are responsible for their own safety and talk about the influence of others. Understand and use the 'stop, decide, do' strategy. Be able to name some people in their network they would approach for help and describe how they might do this. Be able to name some organisations where people can get help and support. Know how to respond supportively when someone shares a problem with them. Know how to put someone in the recovery position and make an emergency call. 	<ul style="list-style-type: none">
	Personal Safety	<ul style="list-style-type: none"> Know the 5 elements of the Green Cross Code and describe the types of clothing which make them easily visible to traffic. Understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take. Know some safety rules for beaches and inland waterways. Be able to suggest some general rules for safety and ways they can contribute to their own safety on a school trip. Be able to describe preventable and unintentional accidents Describe some risky situations they might face and say what they can do to feel as safe as possible. 	<ul style="list-style-type: none"> Be able to contribute to discussions and listen to other viewpoints about personal safety and take an active part in class activities including using assertive voice and body language Be able to identify trusted adults to include in their network of support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling. Be able to explain what their 'sixth sense' is and how this contributes to assessing different levels of risk. Be able to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their network of support Be able to identify and name body parts, including the sexual parts. 	<ul style="list-style-type: none"> State some reasons why it is important to be careful about what they share online and give some examples of the risks involved. Explain some ways of ensuring an online profile is as safe as possible and review their own online profiles. Know how to create and maintain a safe password. Be able to explain the difference between personal and private information, giving examples, and know that private information should not be shared. Suggest some strategies which they can use if they see or hear something online which makes them feel uncomfortable. 	<ul style="list-style-type: none"> Be able to contribute to discussions about personal safety by listening to other viewpoints and looking beneath the surface. Be able to review trusted adults on their network of support. Be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty. Be able to define what risk and peer group pressure are and how to respond to them using safety planning. Be able to contribute to discussions around problem solving. Be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.
	Drug Education	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Be able to name some medical and legal recreational drugs. Have a basic understanding of how a drug can enter the body and the bloodstream. Be able to explain some ways in which medicines are used and describe some of the professionals who work with them. Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help. Know that nicotine and alcohol are drugs and describe some of their effects. Have begun to consider why some people choose to use nicotine and alcohol. Have thought about influence and persuasion and will demonstrate some skills to counter these. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Be able to categorise drugs as medical, non-medical, legal and illegal. Understand the possible physical and psychological effects of drugs Be able to distinguish between the reality of drug use and media representations. Understand some of the laws relating to drugs. Be able to identify risk and risk management strategies and know where they can get support. Have begun to recognise influence and pressure and have related this to peers and the media. Have found sources of reliable and accurate information



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	Healthy Lifestyles	<ul style="list-style-type: none"> Know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle. Know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. Understand some of the reasons people sometimes make unhealthy choices. Be able to talk about some of the physical and mental benefits of exercise. Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others. Be able to state some of the influences on food choices and some of the persuasive methods used in advertising. Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals. Be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks. Know why dental hygiene is important and how they can look after their teeth. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity. Be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important. Be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves. Understand the benefits of physical activity for promoting health. Understand that behaviour, routines and a variety of influences affect their lifestyle choices. Explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health. 	<ul style="list-style-type: none">
	Relationships & Health Education (RHE)	<ul style="list-style-type: none"> Be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. Be able to use the scientific terms <i>penis</i>, <i>testicles</i>, <i>breast</i> and <i>vagina</i> and explain which parts are male and which are female. Be able to give several examples of the capabilities of their own body's. Be able to describe familiar hygiene routines such as brushing teeth and washing hair and understand the reasons for doing these things. Be able to look forward to new areas of responsibility for their personal hygiene. Be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness. 	<ul style="list-style-type: none"> Be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. Be able to identify an area for which they can take more responsibility. Be able to explain some ways that parents/carers are responsible for babies and understand that these. Responsibilities are based on the fact that a baby cannot look after itself. 	<ul style="list-style-type: none"> Know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body and be able to explain basic functions. Understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently. Have a basic understanding about body image and have learnt some ways to support a positive body image for themselves and others. Understand the importance of washing regularly and of maintaining other hygiene routines during puberty. Understand ways they can prevent the spread of common diseases and have a rudimentary understanding of HIV. 	<ul style="list-style-type: none"> Be able to describe the main stages of how a baby is made, using some scientific vocabulary. Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively. Understand that puberty affects people in different ways both physically and emotionally. Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. Describe some characteristics of a loving trusting relationship. Understand some basic reasons why a couple might choose to have children. <p>Show awareness of some family arrangements which are different from theirs</p>

*All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we **do not** teach pupils sex education beyond what is required of the science curriculum