








PSHE	Autumn:1	Autumn:2	Spring 1	Spring:2	Summer:1	Summer:2
	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me (links to science)
Year 1	<ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Golden Rules • Adults who can help if you feel unhappy. 	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it (STOP) • Making new friends • Celebrating the differences in everyone 	<ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success 	<ul style="list-style-type: none"> • Keeping myself healthy • Linking health and happiness • Healthier lifestyle choices incl who can help us be healthy. • Keeping clean • Being safe- incl stranger safety • Medicine safety/safety with household items • Road safety 	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us- who can help if you feel unsafe. • Qualities as a friend and as a person. • Self-acknowledgement • Celebrating special relationships 	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition
Year 2	<ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings & strategies for managing big feelings. 	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends • Belonging to different groups. 	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success 	<ul style="list-style-type: none"> • Motivation • Healthier choices • Dental care • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food • First Aid- what to do & how to get help. 	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries- PANTS • Friendship and conflict-strategies. • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Change & loss. • Preparing for transition

Year 3	<ul style="list-style-type: none"> • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives 	<ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments • Different groups that make up a community. 	<ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting 	<ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off-line scenarios • Respect for myself and others • Healthy and safe choices • Oral hygiene 	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	<ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition
Year 4	<ul style="list-style-type: none"> • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour 	<ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<ul style="list-style-type: none"> • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes 	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength 	<ul style="list-style-type: none"> • Jealousy Love and loss • Marriage • Memories of loved ones • Getting on and Falling Out • How friendships change over time • Girlfriends and boyfriends • Showing appreciation to people and animals 	<ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Boys and puberty • Confidence in change • Accepting change • Environmental change • Preparing for Transition
Year 5	<ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups 	<ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it 	<ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there 	<ul style="list-style-type: none"> • Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency first aid 	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities 	<ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for




	<ul style="list-style-type: none"> • Democracy, having a voice, participating 	<ul style="list-style-type: none"> • Recognising how words can be hurtful • Giving and receiving compliments 	<ul style="list-style-type: none"> • Goals in different cultures • Supporting others (charity) • Motivation 	<ul style="list-style-type: none"> • Body image • Relationships with food • Healthy choices • Hygiene-bacteria & viruses • Motivation and behaviour 	<ul style="list-style-type: none"> • online • Stranger safety -online • Online gaming and gambling • Reducing screen time • Dangers of online grooming 	<ul style="list-style-type: none"> • boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition
Year 6	<ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling 	<ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	<ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments 	<ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress • First aid- basic techniques 	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Physical attraction-LGBT • Acceptable & unacceptable contact incl FGM • Marriage & forced marriage • Managing feelings 	<ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Stereotypes • Respect and consent • Boyfriends/girlfriends • Sexting • Transition



PSHE Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Being Me in My World	KS1	<ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe. 	  
		<ul style="list-style-type: none"> I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others. 	
	LKS2	<ul style="list-style-type: none"> I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. 	
		<ul style="list-style-type: none"> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. 	
	UKS2	<ul style="list-style-type: none"> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	
		<ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. 	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Celebrating Difference	KS1	<ul style="list-style-type: none"> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. (STOP acronym) 	
		<ul style="list-style-type: none"> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. 	
	LKS2	<ul style="list-style-type: none"> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. 	
		<ul style="list-style-type: none"> I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are 	
	UKS2	<ul style="list-style-type: none"> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	
		<ul style="list-style-type: none"> I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Dreams and Goals	KS1	<ul style="list-style-type: none"> I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings. 	
		<ul style="list-style-type: none"> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	
	LKS2	<ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	
		<ul style="list-style-type: none"> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude. 	
	UKS2	<ul style="list-style-type: none"> I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	
		<ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. 	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Healthy Me	KS1	<ul style="list-style-type: none"> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy 	 
		<ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	
	LKS2	<ul style="list-style-type: none"> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/scared and unwell feels. 	
		<ul style="list-style-type: none"> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. 	
	UKS2	<ul style="list-style-type: none"> I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. 	
		<ul style="list-style-type: none"> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. 	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Relationships	KS1	<ul style="list-style-type: none"> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. 	  
		<ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships. 	
	LKS2	<ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. 	
		<ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. 	
	UKS2	<ul style="list-style-type: none"> I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	
		<ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. 	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Changing me	KS1	<ul style="list-style-type: none"> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others 	 
		<ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. 	
	LKS2	<ul style="list-style-type: none"> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. 	
		<ul style="list-style-type: none"> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. 	
	UKS2	<ul style="list-style-type: none"> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends. 	
		<ul style="list-style-type: none"> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby. 	

Concepts that will also be taught within assemblies.

Content

- Anti-bullying
- E-safety
- Sun safety
- Water safety
- Facing new challenges
- Preparing for transition