

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

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

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

PSHE Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Being Me in My World	KS1	<ul style="list-style-type: none"> <li>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.</li> </ul>	  
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	LKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	UKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Celebrating Difference	KS1	<ul style="list-style-type: none"> <li>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)</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	LKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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</li> </ul>	
	UKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Dreams and Goals	KS1	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	LKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	UKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Healthy Me	KS1	<ul style="list-style-type: none"> <li>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</li> </ul>	 
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	LKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	UKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Relationships	KS1	<ul style="list-style-type: none"> <li>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.</li> </ul>	  
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	LKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	UKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	

Progression Map			
Topic	Year Group	Content	Learning Pi Characteristic
Changing me	KS1	<ul style="list-style-type: none"> <li>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</li> </ul>	 
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	LKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	
	UKS2	<ul style="list-style-type: none"> <li>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.</li> </ul>	
		<ul style="list-style-type: none"> <li>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.</li> </ul>	

Concepts that will also be taught within assemblies.

Content

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