



P.S.H.E

Overview and Progression

Maps



P.S.H.E Curriculum

P.S.H.E Curriculum Intent

At Saxon, PSHE provides opportunities for children to understand how they are developing personally and socially. It explores moral, social and cultural issues that children face as they grow up. Our considered, holistic approach to teaching PSHE provides the building blocks for our children to become healthy, independent and responsible adults.

We teach Personal, Social, Health Education as a whole-school approach to both underpin children's development as people and to support their capacity to learn. This is done through the programme 'Jigsaw', a Scheme of Work that is both progressive and consistent in its approach and content. The Jigsaw Programme supports children in building the knowledge and skills in an age-appropriate way, enabling them to access the wider curriculum and the world around them. It also supports children in becoming responsible citizens, both now and in their future roles within a global community.

Alongside our dedicated Jigsaw lessons, aspects of PSHE are addressed throughout the school day through the incorporation of our 5Rs. These are qualities that we believe to be integral to social and emotional development and are identified as:

- Resilience
- Responsive
- Reflective
- Resourceful
- Responsible

The Core Concepts for P.S.H.E

| Core Concepts in P.S.H.E | | | | | |
|--------------------------|------------------------|------------------|------------|---------------|-------------|
| Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

PHSE Overview



| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------------|---|---|---|---|---|---|
| Ages 3-5 (F1-F2) | <ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | <ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself | <ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | <ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | <ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | <ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Ages 5-6 | <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 Learning Charter | <ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | <ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles 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 Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | <ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself 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 |
| Ages 6-7 | <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 | <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 | <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 Relaxation Healthy eating and nutrition Healthier snacks and sharing food | <ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict 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 Preparing for transition |
| Ages 7-8 | <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 | <ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges 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 | <ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help 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 |

PHSE Overview



| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------|--|---|---|--|---|--|
| Ages 8-9 | <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 Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | <ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Ages 9-10 | <ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | <ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | <ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | <ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | <ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | <ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |
| Ages 10-11 | <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 | <ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | <ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |

PSHE LEARNING MAP



Year 1

Understand that they are safe in their class
Identifying helpful behaviours to make the class a safe place
Understand that they have choices
Understanding that they are special
Identify what it's like to feel proud of an achievement
Recognise feelings associated with positive and negative consequences

Year 2

Know how to make their class a safe and fair place
Show good listening skills
Be able to work co-operatively
Recognise own feelings and know when and where to get help
Recognise the feeling of being worried

Year 3

Make other people feel valued
Develop compassion and empathy for others
Be able to work collaboratively
Recognise self-worth
Identify personal strengths
Be able to set a personal goal
Recognise feelings of happiness, sadness, worry and fear in themselves and others

Year 6

Know own wants and needs
Be able to compare their life with the lives of those less fortunate
Demonstrate empathy and understanding towards others
Can demonstrate attributes of a positive role-model
Can take positive action to help others
Be able to contribute towards a group task
Know what effective group work is
Know how to regulate my emotions
Be able to make others feel welcomed and valued

Being me in my world Skills Progression Map

Year 5

Empathy for people whose lives are different from their own
Consider their own actions and the effect they have on themselves and others
Be able to work as part of a group, listening and contributing effectively
Be able to identify what they value most about school
Identify hopes for the school year
Understand why the school community benefits from a Learning Charter
Be able to help friends make positive choices
Know how to regulate my emotions

Year 4

Identify the feelings associated with being included or excluded
Be able to take on a role in a group discussion / task and contribute to the overall outcome
Know how to regulate my emotions
Can make others feel cared for and welcome
Recognise the feelings of being motivated or unmotivated
Can make others feel valued and included
Understand why the school community benefits from a Learning Charter
Be able to help friends make positive choices

PSHE LEARNING MAP



Year 1

- Understand their own rights and responsibilities with their classroom
- Understand that their choices have consequences
- Understand that their views are important
- Understand the rights and responsibilities of a member of a class

Year 2

- Understand the rights and responsibilities of class members
- Know about rewards and consequences and that these stem from choices
- Know that it is important to listen to other people
- Understand that their own views are valuable
- Know that positive choices impact positively on self-learning and the learning of others
- Identifying hopes and fears for the year ahead

Year 6

- Know about children's universal rights (United Nations Convention on the Rights of the Child)
- Know about the lives of children in other parts of the world
- Know that personal choices can affect others locally and globally
- Know how to set goals for the year ahead
- Understand what fears and worries are
- Understand that their own choices result in different consequences and rewards
- Understand how democracy and having a voice benefits the school community
- Understand how to contribute towards the democratic process

Being me in my world Knowledge Progression Map

Year 3

- Know that the school has a shared set of values
- Know why rules are needed and how these relate to choices and consequences
- Know that actions can affect others' feelings
- Know that others may hold different views
- Understand that they are important
- Know what a personal goal is
- Understanding what a challenge is

Year 5

- Understand how democracy and having a voice benefits the school community
- Understand how to contribute towards the democratic process
- Understand the rights and responsibilities associated with being a citizen in the wider community and their country
- Know how to face new challenges positively
- Understand how to set personal goals
- Know how an individual's behaviour can affect a group and the consequences of this

Year 4

- Know their place in the school community
- Know what democracy is (applied to pupil voice in school)
- Know how groups work together to reach a consensus
- Know that having a voice and democracy benefits the school community
- Know how individual attitudes and actions make a difference to a class
- Know about the different roles in the school community
- Know that their own actions affect themselves and others



PSHE Curriculum

Being me in my world Vocabulary Progression Map

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|--|---|
| Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration | Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving | Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong | Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC) | Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective | Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motiva- |

PSHE LEARNING MAP



Year 1

- Identify what is bullying and what isn't
- Understand how being bullied might feel
- Recognise ways in which they are the same as their friends and ways they are different
- Know ways to help a person who is being bullied
- Identify emotions associated with making a new friend
- Verbalise some of the attributes that make them unique and special

Year 2

- Explain how being bullied can make someone feel
- Know how to stand up for themselves when they need to
- Understand that everyone's differences make them special and unique
- Understand that boys and girls can be similar in lots of ways and that is OK
- Understand that boys and girls can be different in lots of ways and that is OK
- Can choose to be kind to someone who is being bullied
- Recognise that they shouldn't judge people because they are different

Year 6

- Empathise with people who are different and be aware of my own feelings towards them
- Identify feelings associated with being excluded
- Be able to recognise when someone is exerting power negatively in a relationship
- Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- Identify different feelings of the bully, bullied and bystanders in a bullying scenario
- Appreciate people for who they are
- Show empathy

Celebrating Difference Skills Progression Map

Year 3

- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family
- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary
- Be able to show appreciation for their families, parents and carers
- Empathise with people who are bullied
- Employ skills to support someone who is bullied
- Be able to recognise, accept and give compliments

Year 5

- Appreciate the value of happiness regardless of material wealth
- Identify their own culture and different cultures within their class community
- Identify their own attitudes about people from different faith and cultural backgrounds
- Develop respect for cultures different from their own
- Identify a range of strategies for managing their own feelings in bullying situations
- Identify some strategies to encourage children who use bullying behaviours to make other choices
- Be able to support children who are being bullied

Year 4

- Be comfortable with the way they look
- Try to accept people for who they are
- Be non-judgemental about others who are different
- Identify influences that have made them think or feel positively/negatively about a situation
- Identify feelings that a bystander might feel in a bullying situation
- Identify reasons why a bystander might join in with bullying #
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- Identify their own uniqueness
- Identify when a first impression they had was right or wrong

PSHE LEARNING MAP



Year 1

Know what bullying means
Know who to tell if they or someone else is being bullied or is feeling unhappy
Know that people are unique and that it is OK to be different
Know skills to make friendships
Know that people have differences and similarities

Year 2

Know the difference between a one-off incident and bullying
Know that sometimes people get bullied because of difference
Know that friends can be different and still be friends
Know there are stereotypes about boys and girls
Know where to get help if being bullied
Know that it is OK not to conform to gender stereotypes
Know it is good to be yourself
Know the difference between right and wrong and the role

Year 3

Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do
Know that conflict is a normal part of relationships
Know that some words are used in hurtful ways and that this can have consequences
Know why families are important
Know that everybody's family is different
Know that sometimes family members don't get along and some reasons for this

Year 6

Know that people can hold power over others individually or in a group
Know that power can play a part in a bullying or conflict situation
Know that there are different perceptions of 'being normal' and where these might come from
Know that difference can be a source of celebration as well as conflict
Know that being different could affect someone's life
Know why some people choose to bully others
Know that people with disabilities can lead amazing lives

Celebrating Difference Knowledge Progression Map

Year 5

Know external forms of support in regard to bullying e.g. Childline
Know that bullying can be direct and indirect
Know what racism is and why it is unacceptable
Know what culture means
Know that differences in culture can sometimes be a source of conflict
Know that rumour-spreading is a form of bullying online and offline
Know how their life is different from the lives of children in the developing world

Year 4

Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
Know that sometimes people make assumptions about a person because of the way they look or act
Know there are influences that can affect how we judge a person or situation
Know what to do if they think bullying is or might be taking place
Know that first impressions can change



PSHE Curriculum

Celebrating Difference Vocabulary Progression Map

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|--|
| Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment, | Character, Judgment, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights |

PSHE LEARNING MAP



Year 1

Recognise things that they do well
Explain how they learn best
Recognise their own feelings when faced with a challenge/obstacle
Recognise how they feel when they overcome a challenge/obstacle
Celebrate an achievement with a friend
Can store feelings of success so that they can be used in the future

Year 2

Recognise how working with others can be helpful
Be able to work effectively with a partner
Be able to choose a partner with whom they work well
Be able to work as part of a group
Be able to describe their own achievements and the feelings linked to this
Recognise their own strengths as a learner
Recognise how it feels to be part of a group that succeeds and store this feeling

Year 3

Can break down a goal into small steps
Can manage feelings of frustration linked to facing obstacles
Imagine how it will feel when they achieve their dream/ambition
Recognise other people's achievements in overcoming difficulties
Recognise how other people can help them to achieve their goals

Dreams and Goals Skills Progression Map

Year 6

it is important to stretch the boundaries of their current learning
Be able to give praise and compliments to other people when they recognise that person's achievements
Empathise with people who are suffering or living in difficult situations
Set success criteria so that they know when they have achieved their goal
Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances

Year 5

Verbalise what they would like their life to be like when they are grown up
Appreciate the contributions made by people in different jobs
Reflect on the differences between their own learning goals and those of someone from a different culture
Appreciate the differences between themselves and someone from a different culture
Understand why they are motivated to make a positive contribution to supporting others
Appreciate the opportunities learning and education can give them

Year 4

Have a positive attitude
Can identify the feeling of disappointment
Be able to cope with disappointment
Can identify what resilience is
Can identify a time when they have felt disappointed
Can talk about their hopes and dreams and the feelings associated with these
Help others to cope with disappointment
Enjoy being part of a group challenge
Can share their success with others
Can store feelings of success (in their internal treasure chest) to be used at another time

PSHE LEARNING MAP



Year 1

Know how to set simple goals
Know how to achieve a goal
Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
Know when a goal has been achieved
Know how to work well with a partner
Know that tackling a challenge can stretch their learning

Year 2

Know how to choose a realistic goal and think about how to achieve it
Know that it is important to persevere
Know how to recognise what working together well looks like
Know what good group-working looks like
Know how to share success with other people

Year 3

Know that they are responsible for their own learning
Know what an obstacle is and how they can hinder achievement
Know how to take steps to overcome obstacles
Know what dreams and ambitions are important to them
Know about specific people who have overcome difficult challenges to achieve success
Know how they can best overcome learning challenges
Know what their own strengths are as a learner
Know how to evaluate their own learning progress and identify how it can be better next time

Dreams and Goals

Knowledge Progression Map

Year 6

Know their own learning strengths
Know what their classmates like and admire about them
Know a variety of problems that the world is facing
Know some ways in which they could work with others to make the world a better place
Know what the learning steps are they need to take to achieve their goal
Know how to set realistic and challenging goals

Year 5

Know about a range of jobs that are carried out by people I know
Know the types of job they might like to do when they are older
Know that young people from different cultures may have different dreams and goals
Know that they will need money to help them to achieve some of their dreams
Know that different jobs pay more money than others
Know that communicating with someone from a different culture means that they can learn from them and vice versa
Know ways that they can support young people in their own culture and abroad

Year 4

Know how to make a new plan and set new goals even if they have been disappointed
Know how to work as part of a successful group
Know how to share in the success of a group
Know what their own hopes and dreams are
Know that hopes and dreams don't always come true
Know that reflecting on positive and happy experiences can help them to counteract disappointment
Know how to work out the steps they need to take to achieve a goal



PSHE Curriculum

Dreams and Goals

Knowledge Progression Map

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|--|--|--|
| Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate | Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition |

PSHE LEARNING MAP



Year 1

- Keep themselves safe
- Recognise how being healthy helps them to feel happy
- Recognise ways to look after themselves if they feel poorly
- Recognise when they feel frightened and know how to ask for help
- Feel good about themselves when they make healthy choices
- Realise that they are special

Year 2

- Feel positive about caring for their bodies and keeping it healthy
- Have a healthy relationship with food
- Desire to make healthy lifestyle choices
- Identify when a feeling is weak and when a feeling is strong
- Express how healthy food with their friends

Year 3

- Respect their own bodies and appreciate what they do
- Can take responsibility for keeping themselves and others safe
- Identify how they feel about drugs
- Can express how being anxious or scared feels
- Able to set themselves a fitness challenge
- Recognise what it feels like to make a healthy choice

Year 6

- Are motivated to care for their own physical and emotional health
- Suggest strategies someone could use to avoid being pressured
- Can use different strategies to manage stress and pressure
- Are motivated to find ways to be happy and cope with life's situations without using drugs
- Identify ways that someone who is being exploited could help themselves
- Recognise that people have different attitudes towards mental health/illness

Healthy Me Skills Progression Map

Year 5

- Respect and value their own bodies
- Can reflect on their own body image and know how important it is that this is positive
- Recognise strategies for resisting pressure
- Can identify ways to keep themselves calm in an emergency
- Can make informed decisions about whether or not they choose to smoke when they are older
- Can make informed decisions about whether they choose to drink alcohol when they are older
- Accept and respect themselves for who they are
- Be motivated to keep themselves healthy and happy

Year 4

- Can identify the feelings that they have about their friends and different friendship groups
- Recognise negative feelings in peer pressure situations
- Can identify the feelings of anxiety and fear associated with peer pressure
- Can tap into their inner strength and know-how to be assertive
- Recognise how different people and groups they interact with impact on them
- Identify which people they most want to be friends with

PSHE LEARNING MAP



Year 1

Know the difference between being healthy and unhealthy
Know some ways to keep healthy
Know how to make healthy lifestyle choices
Know that all household products, including medicines, can be harmful if not used properly
Know that medicines can help them if they feel poorly
Know how to keep safe when crossing the road
Know how to keep themselves clean and healthy
Know that germs cause disease/illness
Know about people who can keep them safe

Year 2

Know what their body needs to stay healthy
Know what relaxed means
Know why healthy snacks are good for their bodies
Know which foods given their bodies energy
Know that it is important to use medicines safely
Know what makes them feel relaxed/stressed
Know how medicines work in their bodies
Know how to make some healthy snacks

Year 3

Know how exercise affects their bodies
Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
Know that there are different types of drugs
Know that there are things, places and people that can be dangerous
Know when something feels safe or unsafe
Know why their hearts and lungs are such important organs
Know a range of strategies to keep themselves safe
Know that their bodies are complex and need taking care of

Healthy Me Knowledge Progression

Year 6

Know how to take responsibility for their own health
Know what it means to be emotionally well
Know how to make choices that benefit their own health and well-being
Know about different types of drugs and their uses
Know how these different types of drugs can affect people's bodies, especially their liver and heart
Know that stress can be triggered by a range of things
Know that being stressed can cause drug and alcohol misuse
Know that some people can be exploited and made to do things that are against the law
Know why some people join gangs and the risk that this can involve

Year 5

Know basic emergency procedures, including the recovery position
Know the health risks of smoking
Know how smoking tobacco affects the lungs, liver and heart
Know how to get help in emergency situations
Know that the media, social media and celebrity culture promotes certain body types
Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure
Know some of the risks linked to misusing alcohol, including antisocial behaviour
Know what makes a healthy lifestyle

Year 4

Know that there are leaders and followers in groups
Know the facts about smoking and its effects on health
Know the facts about alcohol and its effects on health, particularly the liver
Know ways to resist when people are putting pressure on them
Know what they think is right and wrong
Know how different friendship groups are formed and how they fit into them
Know which friends they value most
Know that they can take on different roles according to the situation
Know some of the reasons some people start to smoke
Know some of the reasons some people drink alcohol

PSHE Curriculum



Healthy Me Vocabulary Progression Map

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|---|---|
| Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait | Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious | Oxygen, Calories/ kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice | Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong | Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation | Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure |

PSHE LEARNING MAP



Year 1

- Can express how it feels to be part of a family and to care for family members
- Can say what being a good friend means
- Can identify forms of physical contact they prefer
- Can say no when they receive a touch they don't like
- Can show skills of friendship
- Can praise themselves and others
- Can recognise some of their personal qualities
- Can say why they appreciate a special relationship

Year 2

- Can identify the different roles and responsibilities in their family
- Can recognise the value that families can bring
- Can recognise and talk about the types of physical contact that is acceptable or unacceptable
- Can identify the negative feelings associated with keeping a worry secret
- Can identify who they trust in their own relationships
- Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict
- Can identify the feelings associated with trust
- Can give and receive compliments
- Can say who they would go to for help if they were worried or scared

Year 3

- Can identify the responsibilities they have within their family
- Know how to access help if they are concerned about anything on social media or the internet
- Can empathise with people from other countries who may not have a fair job or are less fortunate
- Understand that they are connected to the global community in many different ways
- Can use Solve it together in a conflict scenario and find a win-win outcome
- Can identify similarities in children's rights around the world
- Can identify their own wants and needs and how these may be similar or different from other children in school and the global community

Relationships Skills Progression Map

Year 6

- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of
- Can help themselves and others when worried about a mental health problem
- Recognise when they are feeling grief and have strategies to manage them
- Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
- Can resist pressure to do something online that might hurt themselves or others
- Can take responsibility for their own safety and well-being

Year 5

- Can suggest strategies for building self-esteem of themselves and others
- Can identify when an online community/social media group feels risky, uncomfortable, or unsafe
- Can suggest strategies for staying safe online/ social media
- Can say how to report unsafe online/social network activity
- Can identify when an online game is safe or unsafe
- Can suggest ways to monitor and reduce screen time
- Can suggest strategies for managing unhelpful pressures online or in social networks

Year 4

- Can identify feelings and emotions that accompany jealousy
- Can suggest positive strategies for managing jealousy
- Can identify people who are special to them and express why
- Can identify the feelings and emotions that accompany loss
- Can suggest strategies for managing loss
- Can tell you about someone they no longer see
- Can suggest ways to manage relationship changes including how to negotiate

PSHE LEARNING MAP



Year 1

Know that everyone's family is different

Know that families are founded on belonging, love and care

Know that physical contact can be used as a greeting

Know how to make a friend

Know who to ask for help in the school community

Know that there are lots of different types of families

Know the characteristics of healthy and safe friends

Year 2

Know that there are lots of forms of physical contact within a family

Know how to stay stop if someone is hurting them

Know there are good secrets and worry secrets and why it is important to share worry secrets

Know what trust is

Know that everyone's family is different

Know that families function well when there is trust, respect, care, love and co-operation

Know some reasons why friends have conflicts

Know that friendships have ups and downs and sometimes change with time

Know how to use the Mending Friendships or Solve it together problem-solving methods

Year 3

Know that different family members carry out different roles or have different responsibilities within the family

Know some of the skills of friendship, e.g. taking turns, being a good listener

Know some strategies for keeping themselves safe online

Know that they and all children have rights (UNCRC)

Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc

Know how some of the actions and work of people around the world help and influence my life

Know the lives of children around the world can be different from their own

Relationships

Knowledge Progression Map

Year 6

Know that it is important to take care of their own mental health

Know ways that they can take care of their own mental health

Know the stages of grief and that there are different types of loss that cause people to grieve

Know that sometimes people can try to gain power or control them

Know some of the dangers of being 'online'

Know how to use technology safely and positively to communicate with their friends and family

Year 5

Know that there are rights and responsibilities in an online community or social network

Know that there are rights and responsibilities when playing a game online

Know that too much screen time isn't healthy

Know how to stay safe when using technology to communicate with friends

Know that a personality is made up of many different characteristics, qualities and attributes

Know that belonging to an online community can have positive and negative consequences

Year 4

Know some reasons why people feel jealousy

Know that loss is a normal part of relationships

Know that negative feelings are a normal part of loss

Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe

Know that jealousy can be damaging to relationships

Know that memories can support us when we lose a special person or animal



PSHE Curriculum

Relationships Vocabulary Progression Map

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|---|---|
| <p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p> | <p>Similarities, Special, Important, Cooperate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p> | <p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p> | <p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p> | <p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p> | <p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p> |

PSHE LEARNING MAP



Year 1

- Understand and accept that change is a natural part of getting older
- Can suggest ways to manage change, e.g. moving to a new class
- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
- Can express why they enjoy learning

Year 2

- Can say who they would go to for help if worried or scared
- Can say what types of touch they find comfortable/uncomfortable
- Be able to confidently ask someone to stop if they are being hurt or frightened
- Can appreciate that changes will happen and that some can be controlled and others not
- Be able to express how they feel about changes
- Show appreciation for people who are older
- Can recognise the independence and responsibilities they have now compared to being a baby or toddler
- Can say what greater responsibilities and freedoms they may have in the future
- Can say what they are looking forward to in the next year

Year 6

- Recognise ways they can develop their own self-esteem
- Can express how they feel about the changes that will happen to them during puberty
- Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
- Recognise how they feel when they reflect on the development and birth of a baby
- Can celebrate what they like about their own and others' self-image and body image

Changing Me Skills Progression Map

Year 3

- Can express how they feel about puberty
- Can say who they can talk to about puberty if they have any worries
- Can suggest ways to help them manage feelings during changes they are more anxious about
- Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry
- Can express how they feel about babies
- Can describe the emotions that a new baby can bring to a family
- Can identify changes they are looking forward to in the next year

Year 5

- Can celebrate what they like about their own and others' self-image and body image
- Can suggest ways to boost self-esteem of self and others
- Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
- Can ask questions about puberty to seek clarification
- Can express how they feel about having a romantic relationship when they are an adult
- Can express how they feel about having children when they are an adult
- Can express how they feel about becoming a teenager
- Can say who they can talk to if concerned about puberty or becoming a teenager/adult

Year 4

- Can appreciate their own uniqueness and that of others
- Can express any concerns they have about puberty
- Have strategies for managing the emotions relating to change
- Can express how they feel about having children when they are grown up
- Can say who they can talk to about puberty if they are worried
- Can apply the circle of change model to themselves to have strategies for managing change

PSHE LEARNING MAP



Year 1

- Know the names of male and female private body parts
- Know that there are correct names for private body parts and nicknames, and when to use them
- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know that animals including humans have a life cycle
- Know that changes happen when we grow up
- Know that people grow up at different rates and that is normal

Year 2

- Know the physical differences between male and female bodies
- Know that private body parts are special and that no one has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Know there are different types of touch and that some are acceptable and some are unacceptable
- Know the correct names for private body parts
- Know that life cycles exist in nature
- Know that aging is a natural process including old age
- Know that some changes are out of an individual's control
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age

Year 3

- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults
- Know some of the outside body changes that happen during puberty
- Know some of the changes on the inside that happen during puberty
- Know that in animals and humans lots of changes happen between conception and growing up
- Know that in nature it is usually the female that carries the baby
- Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops
- Know that babies need love and care from their parents/carers
- Know some of the changes that happen between being a baby and a child

Year 6

- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know how a baby develops from conception through the nine months of pregnancy and how it is born
- Know how being physically attracted to someone changes the nature of the relationship
- Know the importance of self-esteem and what they can do to develop it
- Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class

Changing Me Knowledge Progression Map

Year 5

- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
- Know that sexual intercourse can lead to conception
- Know that some people need help to conceive and might use IVF
- Know that becoming a teenager involves various changes and also brings growing responsibility
- Know what perception means and that perceptions can be right or wrong

Year 4

- Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
- Know that babies are made by a sperm joining with an ovum
- Know the names of the different internal and external body parts that are needed to make a baby
- Know how the female and male body change at puberty
- Know that change can bring about a range of different emotions
- Know that personal hygiene is important during puberty and as an adult
- Know that change is a normal part of life and that some cannot be controlled and have to be accepted

PSHE Curriculum



Changing Me Knowledge Progression Map

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|--|--|
| Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping | Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Hap- | Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge | Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance | Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights | Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement |