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| **PSHE Progression Map** | | | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Being Me in My World** | Explain why my class is a happy and safe place to learn  Give different examples where I or others make my class happy and safe | Explain why my behaviour can impact on other people in my class  Compare my own and my friends’ choices and can express why some choices are better than other | Explain how my behaviour can affect how other feel and behave  Explain why it is important to have rules and how that helps me and other in my class learn  Explain why it is important to feel valued | Explain why being listened to and listening to others is important in my school community  Explain why being democratic is important and can help me and others feel valued | 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  Explain how the actions of one person can affect another and can give examples of one person can affect another and can give examples of this from school and a wider community context | Explain how my choices can have an impact on people in my immediate community and globally  Empathise with other in my community and globally and explain how this can influence the choices I make |
| **Celebrating Differences** | Describe some ways that I am different and similar to other people in my class, and why this makes us all special  Explain what bullying is and how being bullied might make somebody feel | Explain that sometimes people get bullied because they are seen to be different; this might include people who don’t conform to gender stereotypes  Explain how it feels to have a friend and be a friend  Explain why it is OK to be different from my friends | 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  Explain how being involved with a conflict makes me feel and can offer strategies to help the situation | Explain a time when my first impression of someone changed as I got to know them.  Explain why bullying might be difficult to spot and what to do about it if I’m not sure  Explain why it is good to accept myself and other for who we are | Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if become involved in a bullying situation  Explain why racism and other forms of discrimination are kind  Express how I feel about discriminatory behaviour | Explain ways in which difference can be a source of conflict or cause for celebration  Show empathy in situations where their difference is a source of conflict or cause for celebration |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Dreams and Goal** | Explain how I feel when I am successful and how this can be celebrated positively  Explain why my internal treasure chest is an important place to store positive feelings | Explain how I played my part in a group and the parts other people played to create an end product  Explain how our skills complemented each other  Explain how it felt to be part of a group  Identify a range of feelings about group work | Explain the different ways that help me learn and what I need to do to improve  Demonstrate confidence and positivity when I share my success with others  Explain how these feelings can be stored in my internal treasure chest and why this is important | Plan and set new goals even after a disappointment  Explain what it means to be resilient and to have a positive attitude | Compare my hopes and dreams with those of young people from different cultures  Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel | Explain different ways to work with others to help make the world a better place  Explain what motivates me to make the world a better place |
| **Healthy Me** | Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy  Give examples of when being healthy can help me feel happy. | Explain why food and medicines can be good for my body comparing my ideas with less healthy / unsafe choices  Compare my own and my friends’ choices  Express how it feels to make healthy and safe choices | 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 for help and how to call the emergency services  Express how being anxious/scared and unwell feels. | Recognise when people are putting me under pressure and can explain ways to resist this when I want to  Identify feelings of anxiety and fear associated with peer pressure | Explain different roles that food and substances can play in people’s lives.  Explain how people can develop eating problems relating to body image pressures and how smoking and alcohol misuse is unhealthy  Summarise different ways that I respect and value my body | Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others  Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure |
| **Relationships** | Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself  Explain how my qualities help these relationships  Give examples of behaviour in other people that I appreciate and behaviours that I don’t like | Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special  Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships | Explain how my life is influenced positively by people I know and also by people from other countries  Explain why my choices might affect my family, friendships and people around the world who I don’t know | Recognise how people are feeling when they miss a special person or animal  Give ways that might help me manage my feelings when missing a special person or animal | Compare different types of friendships and the feelings associated with them.  Explain how to stay safe when using technology to communicate with me friends, including how to stand up for myself, negotiate and to resist peer pressure  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 | Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control  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.  Suggest strategies to help me manage these feelings and situations |

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Changing Me** | Compare how I am now to when I was a baby  Explain some of the changes that will happen to as I get older  Use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they are private  Explain why some changes I might experience might feel better than other | Use the correct names for penis, testicles, anus, vagina, vulva and give reasons why they are private  Explain why some types of touches feel OK and others don’t  Explain what I like and don’t like about being a girl / boy and getting older, and recognise that other people might feel differently to me | Explain how boys’ and girls’ bodies change on the insider / outside during the growing up process and tell you why these changes are necessary so that their bodies can makes babies when they grow up  Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings | Summarise the changes that happen to boys’ and girls’ bodies that prepare them for making a baby when they are older  Explain some of the choices I might make in the future and some of the choices that I have no control over  Offer some suggestions about how I might manage my feelings when change happens | Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.  Summarise the process of contraception  Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends | Describe how a baby develops from conception through the nine months of pregnancy, and how it is born  Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby |