



PSHE Progression Map

	Year 3	Year 4	Year 5	Year 6
Vocabulary				
<u>Myself & My Relationships</u>	<p>To build cooperative relationships. To identify and explain emotions in new situations. To identify support networks and how to access them.</p>	<p>To understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict in friendships. To be able to identify similarities and differences between themselves and their peers and recognise that people have different points of view.</p>	<p>To be able to collaborate with others to develop strategies to make the classroom a safe and happy place to learn. To know how it feels to be in a new situation in different contexts and have strategies for managing these emotions. To identify a range of people in their support networks and know how to access help and support.</p>	<p>To develop ways of beginning new friendships and of maintaining existing ones during times of change. To understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations.</p>
<u>Rights, rules and responsibilities</u>		<p>To take part in simple debating and voting. To be able to explain the difference between wants and needs.</p> <ul style="list-style-type: none"> To be able to explain why rights are important. 	<ul style="list-style-type: none"> 	<p>To know why rules and laws are needed in society and why they are broken. To understand the role of parliament, MPs, local councils and councilors and link this with the school council.</p> <ul style="list-style-type: none"> Be able to express their views on a moral or social question.
<u>Citizenship</u>	<p>To identify their own strengths and those of others. To work cooperatively with others to solve a problem.</p> <ul style="list-style-type: none"> To show perseverance. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<u>My emotions</u>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<p>To be able to recognise and describe feelings in themselves including mixed emotions and moods. To be able to communicate effectively how they are feeling.</p> <ul style="list-style-type: none"> To regularly use strategies to manage their feelings, including calming and relaxing themselves 	<ul style="list-style-type: none">
<u>Anti-Bullying</u>	<ul style="list-style-type: none"> 	<p>To understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of bullying including forms of cyber bullying. To understand that people are sometimes bullied due to; ethnicity, religion, culture or family life.</p> <ul style="list-style-type: none"> To be able to describe and demonstrate a number of assertiveness techniques when responding to bullying. 	<ul style="list-style-type: none"> 	<p>To begin to identify and describe specific types of prejudice driven bullying. To be able to describe and demonstrate a number of assertiveness techniques.</p> <ul style="list-style-type: none"> To describe personal reasons why someone may engage in bullying.



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<p><u>Diversity & Communication</u></p>	<p>To recognise similarities and differences between themselves and others. To recognise and challenge stereotypes.</p> <ul style="list-style-type: none"> To know the roles people play in the community. 		<p>To be able to describe the ethnic make up of their community. To recognise the negative effects of stereotyping and prejudice.</p> <ul style="list-style-type: none"> To understand some ways of caring for the environment and the contributions they can make. 	
<p><u>Financial Responsibility</u></p>		<p>To understand that some of the ways we use money can make it grow or involve risk. To know about the work of charities and why we might need it. To be able to effectively manage in real life situations.</p>	<p>To be able to talk about skills they would like to develop and hopes for the future To know some skills that might be useful in a range of jobs. To know how to persevere.</p>	<p>To be able to manage money effectively in real life situations, making choices, tracking spending and keeping within a budget. To have a broad view of what we mean by poverty and understand links with trade and charity.</p>
<p><u>Managing Risks & Personal Safety</u></p>	<p>To recognise an emergency and suggest a suitable action. To recognise ways to prevent accidents. To identify ways of keeping themselves safe.</p>	<p>To be able to identify and name body parts including the sexual parts. To be able to tell the difference between good and bad secrets as well as 'yes' and 'no' touches. To understand that they are able to say 'no' and to tell someone in their network of support if they are worried or uncomfortable.</p>	<p>To be able to describe a positive and negative consequence of taking a risk. To understand the 'Stop, Decide, Do' strategy. To know how to put someone in the recovery position and make a 999 call. To be able to explain road safety rules. To understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn. To describe rules for maintaining safety at school.</p>	<p>To take part in exploring dilemmas involving honesty and dishonesty. To be able to define peer group pressure and know how to respond. To be able to identify touches which break personal boundaries.</p>
<p><u>Healthy Lifestyles</u></p>	<p>To make healthy choices regarding their own lifestyles. To understand why our bodies need food from each of the food groups. To know why dental hygiene is important</p>	<p>To be able to name medical and legal recreational drugs. To have clear ideas about medicine safety and explain how medicines are used. To begin to consider why some people choose to use nicotine and alcohol.</p>	<p>To know a range of factors which contribute to a healthy lifestyle including a healthy diet and physical activity. To understand that behaviour, routines and influences affect their lifestyle choices.</p>	<p>To understand some of the laws relating to drugs. To begin to recognise influence and pressure and have related this to peers and the media. To be able to categorise drugs as medical, non-medical, legal and illegal.</p>
<p><u>SRE</u></p>	<p>To list the main external parts of male and female bodies. To describe familiar hygiene routines.</p>	<p>To identify the main stages of the human lifecycle. To be able to identify an area for which they can take more responsibility. To explain ways that parents/carers are responsible for babies.</p>	<p>To know and understand the appropriate scientific names for external and internal sexual parts of the body and their functions. To understand the main changes that will happen at puberty and recognise how it affects people differently. To have a basic understanding of body image and have some ways to support a positive body image for themselves and others.</p>	<p>To describe the main stages of how a baby is made, using scientific vocabulary. To understand that puberty affects people in different ways, both physically and mentally. To show awareness of some family arrangements which are different to their own.</p>
<p><u>Managing Change</u></p>		<p>To know what helps/hinders when experiencing difficult emotions. To understand how someone who experiences bereavement may feel. To know who to ask for help if they are experiencing difficult emotions.</p>		<p>To recognise emotions associated with loss and change and understand how these feelings can change. To know how they can access support and how they can support other people. To have developed strategies for coping with future changes, including transition to secondary school.</p>