

### St John's Catholic School PSHE Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Living in the wider world</b></p> <p><b>On-line safety</b></p>	<p>To understand when and how to seek support when going online.</p> <p>Using <a href="http://thinkuknow.com">thinkuknow.com</a> to explore: Watching videos Sharing pictures</p>	<p>To understand online safety (particularly games online). To understand how rules help when online.</p> <p>Using <a href="http://thinkuknow.com">thinkuknow.com</a> to explore: Chatting online Personal information</p>	<p>To understand how to be responsible when online.</p> <p>To explore and critique how the media present information.</p> <p>Using <a href="http://internetlegends.com">internet legends</a> -Be internet sharp - Be internet alert</p>	<p>To critically examine what is presented to them in social media.</p> <p>Using <a href="http://internetlegends.com">internet legends</a> - Be internet secure - Be internet Kind).</p>	<p>To understand why it is important to critically examine information on the internet and how it can mislead.</p> <p>Using <a href="http://internetlegends.com">internet legends</a> - Be internet sharp -Think before you share - Check it's for Real).</p>	<p>To understand illegal forms of sharing content online. To recognise hate speech online.</p> <p>Using <a href="http://internetlegends.com">internet legends</a> - Be internet kind-Respect each other - Be internet secure- Protect your stuff</p>
<p><b>Living in the wider world</b></p> <p><b>Financial Education</b></p>	<p>To understand the important role money plays in our lives and where money comes from.</p> <p>To manage risks and emotions associated with money.</p>	<p>To learn about becoming a critical consumer: to understand how to manage and keep track of money.</p> <p>To consider choices regarding saving and spending.</p>	<p>Becoming a critical consumer: to understand decisions about saving and spending, including priorities.</p> <p>To understand how to use accounts to keep money safe and how to save.</p>	<p>How to manage money: looking at ways to pay for items/services and to understand the important role money plays in our lives.</p> <p>To understand the concept of earning money and managing risks associated with money.</p> <p>To understand lending and borrowing.</p>	<p>To explore how to manage money, including foreign currency and simple financial records.</p> <p>Becoming a critical consumer: looking at Influences on saving and spending and value for money.</p> <p>To recognise risks and emotions associated with money, including saving and borrowing.</p>	<p>To understand how to manage risks and emotions associated with money and protect money.</p> <p>To understand the important role money plays in our lives and to recognise links between work and money.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.</p>
<p><b>Living in the wider world</b></p> <p><b>Community</b></p>	<p>To know about road safety and who helps us keep safe, including the emergency services.</p> <p>To learn more about other people's opinions and views.</p>	<p>To learn:</p> <ul style="list-style-type: none"> <li>• rules for and ways of keeping physically and emotionally safe</li> <li>• rules for safety in the environment</li> <li>• the difference between secrets and surprises</li> <li>• how to play and work cooperatively</li> <li>• to offer constructive support and feedback to others.</li> </ul>	<p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>To understand:</p> <ul style="list-style-type: none"> <li>• rules and laws protect (and how they are made and enforced)</li> <li>• different kinds of responsibilities, rights and duties</li> </ul>	<p>To understand how the media influences decisions and recognise some persuasive media tactics e.g. on television adverts.</p> <p>To be able to deepen understanding of risk by recognising and assessing risks in different situations and using this as an</p>	<p>To recognise that differences and similarities between people arise from a number of factors.</p> <p>To learn about the lives of people living in other places, and people with different values and customs.</p> <p>To know about how local democracy works.</p>	<p>To understand more about government and parliament.</p> <p>To appreciate that actions have consequences – emotionally as well as physically and that bullying, racist behaviours and knife carrying are wrong.</p>

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			<ul style="list-style-type: none"> <li>• about school and local democracy.</li> </ul>	<p>opportunity to build resilience.</p>		
<p><b>Health and wellbeing</b></p> <p><b>Emotional wellbeing</b></p>	<p>To learn how to tell how people are feeling and show some self-awareness.</p>	<p>To understand what healthy people do, including the benefits of rest and exercise.</p> <p>To recognise and describe the components of a healthy day.</p>	<p>To learn:</p> <ul style="list-style-type: none"> <li>• how to deal with feelings, how to cope with pressure</li> <li>• what positively and negatively affects physical, mental and emotional health.</li> <li>• who they can talk to if they are beginning to feel pressured.</li> </ul> <p>To learn:</p> <ul style="list-style-type: none"> <li>• that people's bodies and feelings can be hurt</li> <li>• how to be able to judge what kind of physical contact is acceptable in different situations.</li> </ul>	<p>To understand how to make informed choices (including recognising consequences).</p> <p>To recognise and understand strong feelings and mood swings.</p> <p>To be able to give examples of right and wrong (universal and within English and European law).</p> <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>To learn:</p> <ul style="list-style-type: none"> <li>• about situations which could cause them personal risk</li> <li>• that everyone has human rights</li> <li>• about United Nations Declaration of the Rights of the Child</li> <li>• that universal rights are there to protect everyone.</li> </ul> <p>To develop strategies for keeping physically and emotionally safe.</p>	<p>To learn about change, including transitions (to secondary school), loss, separation and divorce.</p> <p>-To be able to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>- to be aware of 'grooming'; cyber bullying; gang culture, sexting and Child Sexual Exploitation (CSE)</p> <p>- To be aware of and develop a range of coping strategies.</p>
<p><b>Health and wellbeing</b></p> <p><b>Physical wellbeing</b></p>	<p>To learn how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others.</p> <p>To know how to keep themselves clean and how to brush their teeth effectively.</p> <p>To learn that household products, including medicines, can be harmful if not used properly.</p>	<p>To learn about what food is healthy and that too much or too little food can be unhealthy.</p> <p>To learn more about parts of the body and how the body works.</p> <p>To learn about exercise and begin to understand how to make real, informed choices that improve physical and emotional health.</p>	<p>To learn about safety in outdoor places and how to behave responsibly.</p> <p>To learn about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce the spread of harmful bacteria.</p>	<p>To learn about what food is healthy and why and to recognise opportunities to make their own choices about eating a balanced diet.</p> <p>To learn about the impact of smoking and passive smoking and laws to prevent smoking.</p>	<p>To learn about how their own lifestyle contributes to health, about 'habits' and about taking care of their body.</p> <p>To learn that, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</p>	<p>To learn about taking on more personal responsibility and understand how privilege and responsibility are linked.</p> <p>To recognise their role within the family, school and the wider world.</p>

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<b>Relationships</b>	<p>To learn:</p> <ul style="list-style-type: none"> <li>• about different types of friends , including grown-ups</li> <li>• the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</li> </ul> <p>To learn about what happens when things get lost or change.</p> <p>To learn about special memories.</p>	<p>To learn about</p> <ul style="list-style-type: none"> <li>• truth and lies.</li> <li>• what constitutes a good friend</li> <li>• what is fair and unfair, kind &amp; unkind</li> <li>• teasing &amp; bullying.</li> </ul> <p>To learn about when friendships break up, or people move away and the feelings associated with this.</p>	<p>To learn about what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To learn that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p>	<p>To learn that their actions affect themselves and others.</p> <p>To understand about the concept of 'keeping something confidential or secret.</p> <p>To understand about equal opportunities and explore equality and fairness and learn to compromise.</p>	<p>To learn:</p> <ul style="list-style-type: none"> <li>• about a range of issues that can affect families</li> <li>• about change, including transitions loss, separation, divorce and bereavement.</li> </ul> <p>To explore how to maintain their dignity and how to ensure they respect themselves and others.</p> <p>To learn about: how it might feel to be excluded or discriminated against.</p> <p>To learn about the United Nations Declaration of the Rights of the Child.</p>	<p>To be able to</p> <ul style="list-style-type: none"> <li>• deal with conflicts as they arise.</li> <li>• suggest strategies for handling conflict</li> <li>• recognise and manage 'dares'</li> <li>• recognise how "peer acceptance" may be influential in their actions and behaviours.</li> </ul> <p>To learn about handling moral dilemmas.</p> <p>To learn about puberty and how babies are made. To develop an understanding about relationships, tolerance and develop an understanding of love and respect.</p>
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