

St John's Catholic Primary School PSHE Progression Map

	Autumn – Living in the wider world		Spring – Health and Wellbeing		Summer - Relationships	
	Community including On-line safety	Financial education	Physical wellbeing	Emotional Wellbeing including On-line safety	Healthy relationships	
Year 1	<p>Healthy and safe Children will learn: about road safety and who helps us keep safe Children should: <i>understand the role of the emergency services</i></p> <p>Citizenship & British values – sense of community Children will learn: more about other people's opinions and views</p> <p>On-line Safety <i>Using thinkuknow.com to explore:</i> Watching videos</p>	<p>Financial Education Becoming a critical consumer: Needs & Wants - Understanding the important role money plays in our lives- Where my money comes from</p> <p>Managing risks and emotions associated with money.</p> <p>Looking After My Money Children should: -be able to role-play simple financial transactions</p>	<p>Healthy and safe Children will 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>Children should: <i>-know how to keep themselves clean and how to brush their teeth effectively</i></p> <p>Feeling unsure Healthy and safe Children will learn: that household products, including medicines, can be harmful if not used properly</p>	<p>Awareness of feelings Children will learn: How to tell how people are feeling</p> <p>Children should: <i>-Be able to show some self-awareness</i></p> <p>On-line Safety <i>Using thinkuknow.com to explore:</i> Sharing pictures</p>	<p>Who are our friends? Children will learn: • about different types of friends , including grown-ups • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>Children should: <i>-be able to talk about good and not so good feelings</i> <i>-begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings</i> <i>--know how to get help if someone asks them to keep a secret that does not feel good</i></p>	<p>Losing and finding Children will learn: about what happens when things get lost or change</p> <p>Children should: <i>-be able to express how they feel when they lose something or if things change(including moving home, losing toys, pets or friends)</i></p> <p>Memories and growing up Children will learn: about special memories</p>

<p>Year 2</p>	<p>Healthy and Safe Children will learn:</p> <ul style="list-style-type: none"> • rules for and ways of keeping physically and emotionally safe (including road safety, cycle and scooter safety) • rules for safety in the environment (incl. rail, water & fire safety) • the difference between secrets and surprises • play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to offer constructive support and feedback to others <p>Online Safety <i>Using thinkuknow.com to explore:</i> Chatting online Personal information</p>	<p>Financial capability <i>Becoming a critical consumer:</i> How Money Developed</p> <p>How to manage money: Keeping track of money.</p> <p>Choices about saving and spending</p> <p>Looking After My Money Children should: -be able to role-play simple financial transactions</p>	<p>Healthy eating Children will learn: about what food is healthy and that too much or too little food can be unhealthy</p> <p>Children should: <i>use their learning to plan a healthy lunchbox</i></p> <p>Children will learn: <ul style="list-style-type: none"> • more about parts of the body and how the body works </p> <p>Children should: <i>-be able to show understanding of key bodily functions</i></p> <p>Children will: <ul style="list-style-type: none"> • learn about exercise and what makes places healthy • begin to learn how to make real, informed choices that improve their physical and emotional health </p>	<p>Healthy people Children will learn: <ul style="list-style-type: none"> • About what healthy people do. This should include learning about the benefits of rest and exercise. </p> <p>Children should: <i>-be able to describe the components of a healthy day</i></p> <p>On-line Safety <i>Using thinkuknow.com to explore:</i> Gaming</p>	<p>Same and different Children will learn: about truth and lies</p> <p>Children should: <i>-be able to show what constitutes a good friend</i> <i>-recognise what is fair and unfair, kind & unkind</i></p> <p>Coping with conflict</p> <p>Children will learn: <ul style="list-style-type: none"> • more about teasing & bullying • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help </p>	<p>Making and breaking friendships Children will learn: about when friendships break up, or people move away</p> <p>Children should: <i>-understand about feelings associated with this</i></p>
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<p>Year 3</p>	<p>Community Children will learn: what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>Citizenship & British values Children will learn: • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy</p> <p>On-line Safety <i>On- line safety using Internet Legends</i> <i>- Be internet sharp</i></p>	<p>Financial Education Becoming a critical consumer:</p> <p>Decisions about saving and spending;</p> <p>Spending and saving priorities</p> <p>Using accounts to keep money safe and to save</p>	<p>Accidents and prevention Children will learn: about outdoor places and how to behave responsibly</p> <p>Children will learn: school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>Children will learn: • about risks they may face • that bacteria and viruses can affect health and that following simple routines can reduce the spread of harmful bacteria</p> <p>Children should: <i>-be able to describe what risk is and how this may affect decisions</i></p>	<p>Emotions and feelings Children will learn: • how to deal with feelings, how to cope with pressure • what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>Children should: <i>-know who they can talk to if they are beginning to feel pressured</i></p> <p>Feeling sad and making choices Children will learn: • that people's bodies and feelings can be hurt</p> <p>Children should: <i>-be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</i> <i>-be able to write about feelings</i></p> <p>On-line Safety <i>On- line safety using Internet Legends</i> <i>- Be internet alert</i></p>	<p>Healthy relationships Children will learn: what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Children should: <i>recognise ways in which a relationship can be unhealthy and who to talk to if they need support</i></p>	<p>Peer influence/ pressure Children will 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>Children should: <i>-be able to describe how to deal with unhelpful pressure</i> <i>-be able to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</i></p>
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<p>Year 4</p>	<p>Media literacy Children will learn: about how the media influences decisions</p> <p>Children should: <i>-be able to recognise some persuasive media tactics e.g. on television adverts</i></p> <p>Me in the Wider World Children should: deepen their understanding of risk by recognising and assessing risks in different situations and deciding how to manage them responsibly (road use, local environment, online risks of social media including YouTube channels) and to use this as an opportunity to build resilience see Twinkl resources</p> <p>On-line Safety <i>On- line safety using Internet Legends - Be internet secure</i></p>	<p>Financial Education How to manage money: Ways To Pay</p> <p>Understanding the important role money plays in our lives Earning money; Helping others</p> <p>Managing risks and emotions associated with money Lending & Borrowing</p> <p>How to manage money: Keeping Records</p>	<p>Healthy eating Healthy and safe Children will learn: • about what food is healthy and why • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p>Children will learn: about the impact of smoking and passive smoking and laws to prevent smoking</p>	<p>Decision making Children will learn: how to make informed choices (including recognising consequences)</p> <p>Strong feelings Children will learn: about strong feelings and mood swings</p> <p>Children should: <i>-be able to express these feelings in writing</i></p> <p>Rights and responsibilities Children will learn: about types of behaviour and their consequences</p> <p>Children should: <i>-be able to give examples of right and wrong (universal and within English and European law) recognise that their increasing independence brings increased responsibility to keep themselves and others safe</i></p> <p>On-line Safety <i>On- line safety using Internet Legends - Be internet Kind</i></p>	<p>Persuasion and pressure Children will learn: • that their actions affect themselves and others • about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>Children should: <i>-be able to judge what kind of physical contact is acceptable or unacceptable and how to respond -be able to demonstrate some basic techniques for resisting pressure & exclusion/inclusion</i></p>	<p>Equal opportunities Children will learn: about equal opportunities</p> <p>Children will explore equality and fairness.</p> <p>They will explore the idea that they will not always agree with others and will learn to compromise.</p>
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<p>Year 5</p>	<p>Stereotypes</p> <p>Children will learn: that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex etc</p> <p>Diversity</p> <p>Children will learn: about the lives of people living in other places, and people with different Values and customs</p> <p>Children should: <i>-appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i></p> <p><i>Children should: - be aware of the need to challenge stereotypes</i></p> <p>Children will learn: about how local democracy works</p> <p>On-line Safety</p> <p><i>On- line safety using Internet Legends</i></p> <p><i>Be internet sharp – Think before you share</i></p>	<p>Financial capability</p> <p>Children should: <i>-run a simple marketing project in teams</i></p> <p>Financial Education</p> <p>How to manage money:</p> <p>Foreign currency; Simple financial records;</p> <p>Becoming a critical consumer:</p> <p>Influences on saving and spending; Value for money;</p> <p>Managing risks and emotions associated with money:</p> <p>Protecting my money Saving and borrowing</p>	<p>Healthy lifestyles</p> <p>Drug and alcohol education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how their own lifestyle contributes to health • what is meant by the term ‘habit’ and why habits can be hard to change • about taking care of their body, understanding that they have autonomy and right to protect their body from inappropriate and unwanted contact <p>Drug education (CWP)</p> <p>Children will learn: which, why and how, 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>Drug education</p> <p>Children will learn: how to make safe decisions</p>	<p>Risk</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about situations which could cause them personal risk • that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • that these universal rights are there to protect everyone and primacy over national law and family and community practices <p>Children should: <i>-develop strategies for keeping physically and emotionally safe</i></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • how to set goals and targets for themselves and produce a personal plan <p>On-line Safety</p> <p><i>On- line safety using Internet Legends</i></p> <p><i>Be internet sharp – Check it’s for Real</i></p>	<p>Relationships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about a range of issues that can affect families • about change, including transitions loss, separation, divorce and bereavement <p>Children will learn: <i>The meaning of bullying.</i></p> <p>They will explore how to maintain their dignity and how to ensure they respect themselves and others.</p>	<p>Being left out</p> <p>Children will learn about: <i>how it might feel to be excluded or discriminated against</i></p> <p>They will look at the United Nations Declaration of the Rights of the Child and discuss how this relates to themselves as well as children in other countries. .</p>
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Year 6	<p>Democracy and decisions Citizenship & British values Children will learn: about government and parliament</p> <p>Children should: <i>-show understanding via letter writing</i></p> <p>SC & RE– diversity and equal opportunities Anti-bullying Children will learn: that actions have consequences – emotionally as well as physically and that bullying, racist behaviours and knife carrying are wrong</p> <p>On-line Safety <i>On- line safety using Internet Legends</i> <i>Be internet kind – Respect each other</i></p>	<p>Financial Education Managing risks and emotions associated with money: Protecting My Money</p> <p>Understanding the important role money plays in our lives Links between work and money; Wider communities</p> <p>Children should: <i>-develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g. their contribution to society through the payment of VAT)</i> <i>-explore and critique how the media present information structure and conduct interviews and compare results</i></p>	<p>Self confidence – valuing others</p> <p>Children will learn: about taking on more personal responsibility.</p> <p>They will understand how privilege and responsibility are linked.</p> <p>They will look at their role within the family, school and the wider world/</p>	<p>Moving on Children will learn: about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>Children should: <i>-be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ e.g. use of mobile phones; internet etc – in reference possibly to ‘grooming’; cyber bullying; gang culture, sexting and Child Sexual Exploitation (CSE)</i> <i>-have a range of coping strategies</i></p> <p>On-line Safety <i>On- line safety using Internet Legends</i> <i>Be internet secure- Protect your stuff</i></p>	<p>Conflict resolution Children will learn: • about how to deal with conflicts as they arise</p> <p>Children should: <i>-be able to suggest strategies for handling conflict</i> <i>-be able to recognise and manage ‘dares’</i> <i>-be able to recognise how “peer acceptance” may be influential in their actions and behaviours</i> <i>-this may include exploring resisting gang culture and knife carrying</i></p> <p>Children will learn: • about handling moral dilemmas and when to tell</p>	<p>SRE Children will learn about puberty and how babies are made. They will learn about relationships, tolerance and develop an understanding of love and respect.</p>
Covered in RE, Curriculum and Assemblies	<p>Re – Laudato Si, Environmental awareness British Values (and Gospel Values) Science – Healthy Lifestyles PE – Activity and well-being DT – Healthy Eating SMSC – Art therapy, Pupil responsibility, rich curriculum offer and residential school journey</p>					

