

PSHE Progression Map

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| | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| Being Me in My World Cycle B | | | |
| Pa/1 | Explain why my class is a happy and safe place to learn. | Explain how my behaviour can affect how others feel and behave. | 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. |
| Pa/2 | Give different examples where I or others make my class happy and safe. | Explain why it is important to have rules and how that helps me and others in my class learn. Explain why it is important to feel valued | Explain how the actions of one person can affect another and can give examples of this from school and a wider community context. |
| Being Me in My World Cycle A | | | |
| Pb/3 | Explain why my behaviour can impact on other people in my class. | Explain why being listened to and listening to others is important in my school community. | Explain how my choices can have an impact on people in my immediate community and globally. |
| Pb/4 | Compare my own and my friends' choices and express why some choices are better than others. | Explain why being democratic is important and can help me and others feel valued. | Empathise with others in my community and globally and explain how this can influence the choices I make. |
| Celebrating Differences Cycle B | | | |
| Pa/5 | Says some ways that I am different and similar to other people in my class, and why this makes us all special. | 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 the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. |
| Pa/6 | Explain what bullying is and how being bullied might make somebody feel. | Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help | Explain why racism and other forms of discrimination are unkind. Express how I feel about discriminatory behaviour. |
| Celebrating Differences Cycle A | | | |
| Pb/7 | Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. | Says a time when my first impression of someone changed as I got to know them. | Explain ways in which difference can be a source of conflict or a cause for celebration. |

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| Pb/8 | Explain how it feels to have a friend and be a friend and explain why it is OK to be different from my friends | Explain why bullying might be difficult to spot and what to do about it if I'm not sure. | Show empathy with people in situations where their difference is a source of conflict or a cause for celebration. |
| Pb/8b | | Explain why it is good to accept myself and others for who we are. | |
| Dreams and Goals Cycle B | | | |
| Pa/9 | Explain how I feel when I am successful and how this can be celebrated positively. | Explain the different ways that help me learn and what I need to do to improve. | Compare my hopes and dreams with those of young people from different cultures. |
| Pa/10 | Say why my internal treasure chest is an important place to store positive feelings. | Feel confident and positive when I share my success with others. Explain how these feelings can be stored in my internal treasure chest and why this is important. | Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. |
| Dreams and Goals Cycle A | | | |
| Pb/11 | 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 | Plan and set new goals even after a disappointment. | Explain different ways to work with others to help make the world a better place. |
| Pb/12 | Explain how it felt to be part of a group and can identify a range of feelings about group work. | Explain what it means to be resilient and to have a positive attitude. | Explain what motivates me to make the world a better place. |
| Healthy Me Cycle B | | | |
| Pa/13 | Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. | Identify things, people and places that I need to keep safe from, and I know some strategies for keeping myself safe and healthy including who to go to for help. | Explain different roles that food and substances can play in people's lives. |
| Pa/14 | Give examples of when being healthy can help me feel happy | Express how being anxious/ scared and unwell feels. | Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. |
| Pa/14b | | | Summarise different ways that I respect and value my body. |
| Healthy Me Cycle A | | | |

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| Pb15 | Explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. | Recognise when people are putting me under pressure and can explain ways to resist this when I want to. | Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. |
| Pb/16 | Compare my own and my friends' choices and express how it feels to make healthy and safe choices. | Identify feelings of anxiety and fear associated with peer pressure. | Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. |
| Relationships Cycle B | | | |
| Pa/17 | 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. | Explain how my life is influenced positively by people I know and also by people from other countries. – | Compare different types of friendships and the feelings associated with them. |
| Pa/18 | Give examples of behaviour in other people that I appreciate and behaviours that I don't like. | Explain why my choices might affect my family, friendships and people around the world who I don't know. | Explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. |
| Pa/18b | | | 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. |
| Relationships Cycle A | | | |
| Pb/19 | Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. | Recognise how people are feeling when they miss a special person or animal. | Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. |
| Pb/20 | Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. | Give ways that might help me manage my feelings when missing a special person or animal. | 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. Offer strategies to help me manage these feelings and situations. |
| Changing Me Cycle B | | | |
| Pa/21 | Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. | Explain how boys' and girls' bodies change during the growing up process | Know that becoming a teenager involves various changes and also brings growing responsibility |
| Pa/22 | Use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. | Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. | Know what perception means and that perceptions can be right or wrong |

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| Pa/22b | Explain why some changes I might experience might feel better than others. | | |
| Changing Me Cycle A | | | |
| Pb/23 | Explain why some changes I might experience might feel better than others. | Know that change can bring about a range of different emotions | Know how being physically attracted to someone changes the nature of the relationship |
| Pb/24 | Explain why some types of touches feel OK and others don't | 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 changes happen. | Know the importance of self-esteem and what they can do to develop it |
| Pb/24b | Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me | | Recognise how I feel when I reflect on becoming a teenager |