

PSHE Progression Map

EYFS	I Wonder what is special about me?	I wonder who lives in my community?	I wonder what it would be like to live in the Arctic?	I wonder how I can look after the world?	I wonder what moves?	I wonder who lives in my garden?
Key Vocabulary	Emotions, Feelings	Family, love, friend, share, unique, interests/hobbies, similar, different, diversity	Rule, persistence, challenge, problem solving, mistake, cope, teamwork, grounding technique, trail/error	Listening, persevere, team	Festival, celebration, turn taking, support	Exercise, breathing, heart-rate, health, relaxation, independence, pedestrian
	<p>Self-Regulation: My Feelings Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>Building Relationships: Special Relationships Learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>Managing Self: Taking on Challenges Learning to understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Self-Regulation: Listening and Following Challenges Learning why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>Building Relationships: My Family and friends Learning how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>Managing Self: My Wellbeing Learning how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>

PSHE Progression Map

Key Stage One					
Year 1	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
	Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.
Key Vocabulary	Behaviour, Care, emotions, family, feelings, friend, friendly, problem, stereotype, permission	Allergy, emotions, feelings, germs, ill/poorly, qualities, relax	Accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust	care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote	banks/building society, cash, earn, save, skill, spend, value
Substantive Knowledge	Exploring how families are different to each other. Exploring how friendship problems can be overcome. Exploring friendly behaviours. Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	Learning how to wash my hands properly. Learning how to deal with an allergic reaction. Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health. Identifying personal strengths and qualities.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe. Learning what is and is not safe to put in or on our bodies. Practising making an emergency phone call.	Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work.

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		Identifying different ways to manage feelings.			
Disciplinary Concepts	<ul style="list-style-type: none"> - To understand that families look after us. - To know some words to describe how people are related (e.g. aunty, cousin, etc.) - To know that some information about me and my family is personal. - To understand some characteristics of a positive friendship. - To understand that friendships can have problems but that these can be overcome. - To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. 	<ul style="list-style-type: none"> - To understand we can limit the spread of germs by having good hand hygiene. - To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. - To know that certain foods and other things can cause allergic reactions in some people. - To know that sleep helps my body to repair itself, to grow and restores my energy. - To know that strengths are things we are good at. - To know that qualities describe what we are like. - To know the words to describe some positive and negative emotions 	<ul style="list-style-type: none"> - Practising what to do if I get lost. - Identifying hazards that may be found at home. - Understanding people's roles within the local community that help keep us safe. - Learning what is and is not safe to put in or on our bodies. - Practising making an emergency phone call. 	<ul style="list-style-type: none"> - Practising what to do if I get lost. - Identifying hazards that may be found at home. - Understanding people's roles within the local community that help keep us safe. - Learning what is and is not safe to put in or on our bodies. - Practising making an emergency phone call. 	<ul style="list-style-type: none"> - Practising what to do if I get lost. - Identifying hazards that may be found at home. - Understanding people's roles within the local community that help keep us safe. - Learning what is and is not safe to put in or on our bodies. - Practising making an emergency phone call.
SMSC	SpD – a,b,c,d MD – a SD – a,b,c	SpD – b,c,d MD – a,b SD - a	SpD – a,b,c,d MD – a,b SD - a,b,c	SpD - a,b,d MD - a,b,c SD – a,b,c CD - c	SpD – b,c,d MD – a,c SD – a,c

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Year 2	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
	Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.	Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.
Key Vocabulary	friendship, love, manners	diet, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strengths	medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina	election, environment, identify, job, opinion, rule, school council, volunteer, vote	coins, need, notes, priority, want
Substantive Knowledge	Understanding ways to show respect for different families. Understanding that families offer love, care and support. Understanding difficulties in friendships and discussing action that can be taken. Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. Exploring how loss and change can affect us.	Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy, balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation. Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road. Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.	Identifying whether something is a want or need. Recognising that people make choices about how to spend money. Exploring the reasons why people choose certain jobs.

PSHE Progression Map

		developing a growth mindset. Developing an understanding of self-respect.			
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that families can be made up of different people. - To know that families may be different to my family. - To know some problems which might happen in friendships. - To understand that some problems in friendships might be more serious and need addressing. - To understand some ways people show their feelings. - To understand what good manners are. - To understand some stereotypes related to jobs. - To know that there are ways we can remember people or events. 	<ul style="list-style-type: none"> - To know that food and drinks with lots of sugar are bad for our teeth. - To understand the importance of exercise to stay healthy. - To understand the balance of foods we need to keep healthy. - To know that breathing techniques can be a useful strategy to relax. - To know that we can feel more than one emotion at a time. - To know that a growth mindset means being positive about challenges and finding ways to overcome them. 	<ul style="list-style-type: none"> - To know the PANTS rule. - To know that I should tell an adult if I see something that makes me uncomfortable online. - To understand the difference between secrets and surprises. - To know the rules for crossing the road safely. - To know that medicine can help us when we are ill. - To understand that we should only take medicines when a trusted adult says we can. - To know the names of parts of my body, including private parts. 	<ul style="list-style-type: none"> - To know some of the different places where rules apply. - To know that some rules are made to be followed by everyone and are known as 'laws'. - To know some of the jobs people do to look after the environment in school and the local community. - To understand how democracy works in school through the school council. - To understand that everyone has similarities and differences. 	<ul style="list-style-type: none"> - To know some of the ways in which adults get money. - To know the difference between a 'want' and 'need'. - To know some of the features to look at when selecting a bank account
SMSC	SpD – a,b,d MD -b SD – a,b,c	SpD – a,b,c,d SD - a CD - d	SpD – a,b,c,d MD – a,b,c SD – a,c	SpD – a,b,d MD a,b SD – a,c CD – b,d	SpD – b,d SD - a

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Key Stage Two					
Year 3	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
	Learning how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist	Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	Learning about cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers
Key Vocabulary	bullying, communicate, empathy, open questions, similar, solve, sympathy, trust	Alone, balance, barriers, belonging, identify, lonely, resilience, boundaries	allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries	Charity, community, consequence, council, councillor, law, recycling, rights, United Nations (UN)	Budget, expense, feeling, qualification, stereotype
Substantive Knowledge	Learning that problems can occur in families and that there is help available if needed. Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs. Identifying who I can trust. Learning about the effects of non-verbal communication. Exploring the negative impact of stereotyping.	Discussing why it is important to look after my teeth. Learning stretches that can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others.	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying unsafe things people might do near roads unsafe. Beginning to recognise unsafe digital content.	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	Discussing the range of feelings which money can cause. Discussing the different attitudes people have to money. Exploring the impact our spending can have on other people. Considering the advantages and disadvantages of different payment methods.

PSHE Progression Map

		Being able to break down a problem into smaller parts to overcome it.			
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that I can talk to trusted adults or services such as Childline if I experience family problems. - To know that bullying can be physical or verbal. - To know that bullying is repeated, not a one-off event. - To know that violence is never the right way to solve a friendship problem. - To know that trust is being able to rely on someone and it is an important part of relationships. - To know the signs of a good listener. - To understand that there are similarities and differences between people. - To understand some stereotypes related to age. 	<ul style="list-style-type: none"> - To understand ways to prevent tooth decay. - To understand the positive impact relaxation can have on the body. - To know the different food groups and how much of each of them we should have to have a balanced diet. - To understand the importance of belonging. - To understand what being lonely means and that it is not the same as being alone. - To understand what a problem or barrier is and that these can be overcome. 	<ul style="list-style-type: none"> - To understand that cyberbullying is bullying which takes place online. - To know the signs that an email might be fake. - To know the rules for being safe near roads. 	<ul style="list-style-type: none"> - To understand the UN Convention on the Rights of the Child. - To understand how recycling can have a positive impact on the environment. - To know that the local council is responsible for looking after the local area. - To know that elections are held where adults can vote for local councillors. - To understand some of the consequences of breaking rules. - To understand the role of charities in the community. 	<ul style="list-style-type: none"> - To understand that there are different ways to pay for things. - To know that budgeting money is important. - To understand that there are a range of jobs available. - To understand that some stereotypes can exist around jobs but these should not affect people's choices.
SMSC	SpD – a,b,c,d MD – a,b SD – a,b,c CD – a,c	SpD – a,b MD – b SD - a	SpD – a,b,c,d MD – a,b,c SD – a,b,c	SpD – a,b,d MD – a,b,c SD – a,b,c CD – a,b,c	SpD – a,b,d MD – a,b,d SD – a,c

PSHE Progression Map

Year 4	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
	Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene	Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government	Exploring choices associated spending, what makes something good value for money, career aspirations and what influences career choices
Key Vocabulary	Act of kindness, authority, bereavement, boundaries, bystander, permission	fluoride, mental health, negative emotions, positive emotions, visualise	age restriction, asthma, law, protect, puberty, public, tobacco, breasts, genitals	Authority, cabinet, council officer, diversity, human rights, local government, protect, reuse	bank balance, bank statement, career, debit card
Substantive Knowledge	Using respectful language to discuss different families. Exploring physical and emotional boundaries in friendships. Exploring how my actions and behaviour can affect other people. Discussing how to help someone who has experienced a bereavement.	Developing independence in looking after my teeth. Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation. Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. Discussing the benefits of being a non-smoker. Discussing some physical and emotional changes during puberty. Learning how to help someone who is having an asthma attack.	Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	Exploring the factors which affect whether something is value for money. Discuss some impacts of losing money. Identifying negative and positive influences that can affect our career choices.

PSHE Progression Map

		<p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>			
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that families are varied in the UK and across the world. - To understand the different roles related to bullying including the victim, bully and bystander. - To understand that everyone has the right to decide what happens to their body. - To understand the courtesy and manners which are expected in different scenarios. - To understand some stereotypes related to disability. - To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. 	<ul style="list-style-type: none"> - To know key facts about dental health. - To know that visualisation means creating an image in our heads. - To know that different job roles need different skills and so some roles may suit me more than others. - To know that it is normal to experience a range of emotions. - To know that mental health refers to our emotional wellbeing, rather than physical. - To understand that mistakes can help us to learn. - To know who can help if we are worried about our own or other people's mental health. 	<ul style="list-style-type: none"> - To understand that there are risks to sharing things online. - To know the difference between private and public. - To understand the risks associated with smoking tobacco. - To understand the physical changes to both male and female bodies as people grow from children to adults. - To know that asthma is a condition that causes the airways to narrow. 	<ul style="list-style-type: none"> - To know that human rights are specific rights that apply to all people. - To know some of the people who protect our human rights such as police, judges and politicians. - To know that reusing items is of benefit to the environment. - To understand that councillors have to balance looking after local residents and the needs of the council. - To know that there are a number of groups that make up the local community. 	<ul style="list-style-type: none"> - To know that money can be lost in a variety of ways. - To understand the importance of tracking money. - To know that many people will have more than one job or career in their lifetimes. - Exploring ways to overcome stereotypes in the workplace.
SMSC	<p>SpD – a,b,d</p> <p>MD – a,b,c</p> <p>SD – a,b,c</p> <p>CD – a,b,e</p>	<p>SpD – a,b,d</p> <p>MD – b</p> <p>SD – a,c</p>	<p>SpD – a,b,c,d</p> <p>MD – a,b,c</p> <p>SD – a,c</p>	<p>SpD – a,b,d</p> <p>MD – c</p> <p>SD – a,b,c</p> <p>CD – a,b,c,e</p>	<p>SpD - b,d</p> <p>SD – a,c</p> <p>CD – a,e</p>

PSHE Progression Map

Year 5	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing
	Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace
Key Vocabulary	Attributes, cyberbullying, marriage, secret, wedding	fail, protect, responsibility, steps, assertive, aggressive, passive	attraction, decision, consent, influence, menstruation/period, bladder, cervix, clitoris, egg/ova, ejaculation, erection, fallopian tube, labia, nipples, ovary/ovaries, pubic hair, scrotum, sperm duct, urethra, uterus, vaginal opening, voice breaking, wet dreams, womb	defendant, freedom of expression, government, house of commons, protected characteristics, judge, jury, member of parliament (MP), parliament, pressure group, Prime Minister, trial	Discrimination, expenditure, income, interest, repayment
Substantive Knowledge	Identifying ways families might make children feel unhappy or unsafe. Exploring the impact that bullying might have. Exploring issues that might be encountered in friendships and how these might impact the friendship.	Developing independence for protecting myself in the sun. Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals.	Developing an understanding of how to ensure relationships online are safe. Learning to make 'for' and 'against' arguments to help with decision making.	Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression.	Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.

PSHE Progression Map

	<p>Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).</p>	<p>Developing greater responsibility for ensuring good quality sleep. Taking responsibility for my own feelings.</p>	<p>Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. Learning about how to help someone who is bleeding.</p>	<p>Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.</p>	
<p>Disciplinary Concepts</p>	<ul style="list-style-type: none"> - To know that marriage is a legal commitment and a choice people can make. - To know that, if I have a problem, I can call ChildLine on 0800 1111. - To know what attributes and skills make a good friend. - To understand what might lead to someone bullying others. - To know what action a bystander can take when they see bullying. - To understand that positive attributes are the good qualities that someone has. - To know that stereotypes can be unfair, negative and destructive. - To know that discrimination is the unfair treatment of different 	<ul style="list-style-type: none"> - To understand the risks of sun exposure. - To know that relaxation stretches can help us to relax and de-stress. - To know that calories are the unit that we use to measure the amount of energy certain foods give us. - To know that what we do before bed can affect our sleep quality. - To understand what can cause stress. - To understand that failure is an important part of success. 	<ul style="list-style-type: none"> - To know the steps to take before sending a message online (using the THINK mnemonic). - To know some of the possible risks online. - To know some strategies I can use to overcome pressure from others and make my own decisions. - To understand the process of the menstrual cycle. - To know the names of the external sexual parts of the body and the internal reproductive organs. - To know that puberty happens at different ages for different people. - To know how to assess a casualty's condition. 	<ul style="list-style-type: none"> - To know what happens when someone breaks the law. - To understand the waste hierarchy. - To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. - To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. - To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. 	<ul style="list-style-type: none"> - To know that when money is borrowed it needs to be paid back, usually with interest. - To know that it is important to prioritise spending. - To know that income is the amount of money received and expenditure is the amount of money spent. - To know some ways that people lose money.

PSHE Progression Map

	groups of people, especially on the grounds of race, age, sex, or disability				
SMSC	SpD – a,b,c MD – a,b SD – a,b,c CD – a,b,c,e	SpD – a,b,d MD – b SD – a,c	SpD – b,d MD – a,b SD – a,c	SpD – a,b,d MD – a,b,c SD – a,b,c CD – c	SpD – b,d MD – a,c SD – a,c

PSHE Progression Map

Year 6	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity
	Learning to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	Learning about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy	Exploring attitudes to money, how to keep money safe, career paths and the variety of different jobs available	Exploring personal identity and body image
Key Vocabulary	Authority, conflict, earn, expectation, grief, grieving, resolve, respect	antibodies, habit, vaccination	alcohol, internet trolling, pregnant, Sex education: conception, fertilisation, sexual intercourse, sperm	authority, conflict, earn, expectation, grief, grieving, resolve, respect, harassment	gambling, PIN	Change, identity images, manipulation, Media
Substantive Knowledge	Identifying ways to resolve conflict through negotiation and compromise. Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. Exploring the process of grief and understanding that it is different for different people.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. Discussing the reasons why adults may or may not drink alcohol. Discussing problems which might be encountered during puberty and using knowledge to help.	Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes that are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination.	Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs that might be suitable for them.	Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.

PSHE Progression Map

		<p>Setting achievable goals for a healthy lifestyle.</p> <p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p>	<p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>	<p>Identifying appropriate ways to share views and ideas with others.</p>		
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that a conflict is a disagreement or argument and can occur in friendships. - To understand the concepts of negotiation and compromise. - To understand what respect is. - To understand that everyone deserves respect but respect can be lost. - To understand that stereotypes can lead to bullying and discrimination. - To understand that loss and change can cause a range of emotions. - To know that grief is the process people go through when 	<ul style="list-style-type: none"> - To understand that vaccinations can give us protection against disease. - To know that changes in the body could be possible signs of illness. - To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). - To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. - To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). 	<ul style="list-style-type: none"> - To understand that online relationships should be treated in the same way as face to face relationships. - To know where to get help with online problems. - To understand the risks associated with drinking alcohol. - To understand how a baby is conceived and develops. - To know how to conduct a primary survey (using DRSABC). 	<ul style="list-style-type: none"> - To know that education is an important human right. - To know that our food choices can affect the environment. - To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. - To know that prejudice is making assumptions about someone based on certain information. - To know that discrimination is treating someone differently because of certain factors. 	<ul style="list-style-type: none"> - To understand that there are certain rules to follow to keep money safe in bank accounts. - To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. - To understand that different jobs have different routes into them. - To understand that people change jobs for a number of reasons. - To know that banks and organisations such as Citizens' Advice can help with money-related problems. 	<ul style="list-style-type: none"> - To know that identity is the way we see ourselves and also how other people see us. - To know that people may see us differently as to how we see ourselves. - To know that images can be manipulated and are not realistic.

PSHE Progression Map

	someone close to them dies.	- To know the effects technology can have on mental health.				
SMSC	SpD – a,b,d MD – a,b,c SD – a,b,c CD – e	SpD – a,b,d MD – b SD – a,c CD -	SpD – a,b,d MD – a,b SD – a,c CD -	SpD – a,b,d MD – a,b,c SD – a,b,c CD – b,c,e	SpD – b,c,d SD – a CD -	SpD – a,b,d MD – c SD – c CD – a,e