



## PSHE PROGRESSION MAP (Y4 - Y9)

**Overview:**

Our curriculum provides our pupils with the knowledge, understanding and emotions needed to be able to play an active role in today's society. We want them to have high aspirations and a belief in themselves. They develop confidence in sharing their own thoughts and opinions with others, skills and attributes to keep themselves healthy and safe and an attitude of a responsible global citizen that can show tolerance of others beliefs, religions and life choices.

In each year, pupils will be learning to:

	4	5	6	7	8	9
<p><b>Health and wellbeing</b></p> <p><i>(Covers mental health, physical health)</i></p>	<p><i>Understand that people can experience conflicting feelings at the same time.</i></p> <p><b>know that mental health is part of physical health</b></p> <p><b>Understand that people can get help for mental health just like physical health</b></p> <p>Understand the benefits of physical exercise and the outdoors on mental health</p> <p>Understand the benefits of community</p>	<p><b>Recognise that images in the media can distort reality</b></p> <p>Describe how the media can affect how people feel about themselves</p> <p><b>Describe the range and intensity of their feelings to others</b></p> <p><b>Manage complex or conflicting emotions</b></p> <p><b>Understand that acknowledging mistakes can help people to move on.</b></p> <p><b>Understanding the importance of sleep</b></p>	<p><b>Know how to resist unhelpful pressure and ask for help</b></p> <p>recognise warning signs about mental health and wellbeing</p> <p><b>know how to seek support for themselves and others</b></p> <p><b>Know how to improve self esteem/self care</b> (eg hobbies, rest, time with people)</p> <p><b>Understanding the importance of physical activity &amp; mental health</b></p>	<p><b>Safety</b></p> <p><b>how to identify, express and manage their emotions in a constructive way</b></p> <p>how to establish and manage friendships</p> <p>personal safety strategies and travel safety, e.g. road, rail and water</p> <p><b>how to respond in an emergency situation</b></p> <p>basic first aid</p> <p>demonstrate the key steps to administering to CPR</p> <p>identify sources for help and support</p>	<p><b>Emotional wellbeing</b></p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p> <p>about attitudes towards mental health</p> <p>how to challenge myths and stigma</p> <p>about daily wellbeing</p> <p><b>how to manage emotions</b></p> <p>how to develop digital resilience</p> <p><b>about unhealthy coping strategies (e.g. self-harm and eating disorders)</b></p> <p><b>about healthy coping strategies</b></p>	<p><b>Healthy lifestyle</b></p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p><b>about the relationship between physical and mental health</b></p> <p>about balancing work, leisure, exercise and sleep</p> <p><b>how to make informed healthy eating choices</b></p> <p>how to manage influences on body image</p> <p>to make independent health choices</p> <p>to take increased responsibility for physical health, including testicular self-examination</p>



## PSHE PROGRESSION MAP (Y4 - Y9)

<p>participation and volunteering on mental health</p> <p><b>Recognise their worth by identifying positive things</b></p> <p><b>Set a personal goal</b></p>						
<p><b>Know how the spread of infection can be prevented</b></p> <p><b>know how to maintain good oral hygiene</b></p> <p><b>know basic first aid</b></p> <p><b>Know about keeping safe in the local environment</b></p>	<p><b>Know that some drugs such as alcohol and tobacco can become a habit</b></p> <p>Know that habits like a lot of screen time or gambling can also be hard to stop.</p> <p>Benefits of a balanced lifestyle.</p> <p>Informed choices regarding a healthy lifestyle, including nutrition.</p> <p>Understand the link between hygiene, bacteria and viruses.</p> <p>Know about allergies and how to get help in an emergency.</p>	<p><b>Know that some drugs cause physical addiction</b> (detail on damage from drugs in Year 6 science)</p> <p><b>Know age restrictions that keep us safe, for alcohol and smoking</b></p>	<p><b><u>Health and puberty</u></b></p> <p><b>how to manage physical and emotional changes during puberty</b></p> <p>How to manage and maintain, good oral hygiene and dental health</p> <p>To learn about different influences on someone's diet and exercise choices</p> <p><b>To learn how to make independent, informed decisions about maintaining physical health</b></p> <p>the importance of period positivity (to combat period shaming).</p> <p>Know strategies for, maintaining a balance</p>	<p><b><u>Drugs and alcohol</u></b></p> <p>about medicinal and recreational drugs</p> <p>about the over-consumption of energy drinks</p> <p><b>about the relationship between habit and dependence</b></p> <p>how to use over the counter and prescription medications safely</p> <p><b>how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes</b></p> <p><b>how to manage influences in relation to substance use</b></p> <p>how to recognise and promote positive social norms and attitudes</p>	<p><b><u>Peer influence, substance use and gangs</u></b></p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> <p>how to distinguish between healthy and unhealthy friendships</p> <p>how to assess risk and manage influences, including online</p> <p>about 'groupthink' and how it affects behaviour</p> <p>how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</p> <p>to manage risk in relation to gangs</p>	



## PSHE PROGRESSION MAP (Y4 - Y9)

				between school and home activities		<p>about the legal and physical risks of carrying a knife</p> <p>about positive social norms in relation to drug and alcohol use</p> <p>about legal and health risks in relation to drug and alcohol use, including addiction and dependence</p>
--	--	--	--	------------------------------------	--	--



## PSHE PROGRESSION MAP (Y4 - Y9)

<p><b>Relationships</b></p> <p><b>RSE</b></p> <p><i>(Covers general relationships, sexual relationships, legal basis)</i></p>	<p><b>Know about some things that makes a healthy friendship</b> (eg truthfulness, trust, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties)</p> <p><b>Know that healthy friendships are positive and welcoming towards others so do not make others feel lonely or excluded.</b></p> <p><b>Know the importance of permission-seeking and giving, in relationships with friends, peers and adults.</b></p> <p><b>Know principles of permission apply online as well as face-to-face</b></p>	<p><b><u>Friendships.</u></b></p> <p><b>Recognise when a friendship is unhealthy</b></p> <p><b>Understand that most friendships have ups and downs</b></p> <p><b>Understand that problems with friends can often be worked through so that the friendship is repaired or even strengthened.</b></p> <p>Recognise that roles people take in different groups change eg leader, follower</p> <p>understand the roles they take on in different situations</p> <p>use negotiation to resolve disputes and conflict</p> <p>use compromise and alternatives to resolve disputes and conflict</p> <p>Give helpful feedback and support to others</p> <p>Understand relationships are personal and there is no</p>	<p><b><u>Respect.</u></b></p> <p><b>Know about times when it appropriate and necessary to break a confidence</b></p> <p><b>know what makes a positive, healthy relationship</b> (eg as in friendships)</p> <p><b>know that mutual respect is important in all relationships</b></p> <p>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p><b>Know self-respect is important and links to happiness</b></p> <p><b>Know principles of respect apply online as well as face-to-face</b></p>	<p><b><u>Building relationships</u></b></p> <p>how to develop self-worth and self-efficacy</p> <p><b>about qualities and behaviours relating to different types of positive relationships</b></p> <p>how to recognise unhealthy relationships</p> <p>how to recognise and challenge media stereotypes</p> <p>how to evaluate expectations for romantic relationships</p> <p><b>about consent (law), and how to seek and assertively communicate consent</b></p>	<p><b><u>Respectful relationships</u></b></p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</p> <p>about positive relationships in the home and ways to reduce homelessness amongst young people</p> <p>about conflict and its causes in different contexts, e.g. with family and friends</p> <p>conflict resolution strategies</p> <p>how to manage relationship and family changes, including relationship breakdown, separation and divorce</p> <p>how to access support services</p>
---	---	---	--	---	---



# PSHE PROGRESSION MAP (Y4 - Y9)

	<p>Know how to maintain good friendships</p> <p>Understand how actions can affect ourselves and others</p> <p><b>Recognise all forms of Bullying</b></p> <p>Recognise dares</p> <p><b>Know that resorting to violence is never right.</b></p>	<p>need to feel pressured to have a boyfriend/girlfriend</p>				
--	---	--	--	--	--	--



## PSHE PROGRESSION MAP (Y4 - Y9)

	<p><b>Judge whether physical contact is acceptable or unacceptable</b></p> <p><b>Know how to respond to unacceptable physical contact</b></p> <p><b>Know that unacceptable physical contact is not the victim's fault</b></p> <p><b>know that personal hygiene is important</b></p>	<p><b><u>Relationships and Puberty.</u></b></p> <p>Use terms vulva, vagina, penis and testicles accurately</p> <p>label male and female body parts including reproductive organs</p> <p><b>know about the menstrual cycle</b></p> <p>know about wet dreams</p> <p><b>know the emotional changes that take place at puberty</b></p> <p>know about different feelings and emotions during puberty e.g crushes</p> <p>understand feelings will include highs and low</p> <p><b>know that puberty occurs at different times for different people and explain why.</b></p> <p><b>know that during puberty certain parts of the body need to be kept clean</b></p>	<p><b><u>Relationships and Puberty.</u></b></p> <p>link between changes at puberty, sexual intercourse and the start of a baby</p> <p><b>know age restrictions for sexual intercourse</b></p> <p><b>know that a baby depends on an adult to meet its basic needs</b></p> <p><b>know that a baby's needs include the emotional and financial</b></p> <p><b>Know about committed loving relationships (including marriage and civil partnership)</b></p> <p>Know that marriage and civil partnership are intended to be lifelong</p> <p><b>Know that marriage, arranged marriage and civil partnership is between two people who willingly agree</b></p>		<p><b><u>Identity and relationships</u></b></p> <p>about gender identity and sexual orientation</p> <p>about forming new partnerships and developing relationships</p> <p>that the legal and moral duty is with the seeker of consent</p> <p>Know that to force anyone into marriage (forced marriage) is illegal</p> <p><b>Know that harmful practices (such as FGM and forced marriage) are in contradiction with human rights</b></p> <p><b>Know that harmful practices (such as FGM and forced marriage) are against British law (illegal)</b></p> <p>how to effectively communicate about consent in relationships</p> <p><b>about the risks of 'sexting' and how to manage requests or pressure to send an image</b></p> <p>about basic forms of contraception, e.g. condom and pill</p>	<p><b><u>Intimate relationships</u></b></p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>about myths and misconceptions relating to consent</p> <p>about the continuous right to withdraw consent and capacity to consent</p> <p>about STIs, effective use of condoms and negotiating safer sex</p> <p>about the consequences of unprotected sex, including pregnancy</p> <p>how the portrayal of relationships in the media and pornography might affect expectations</p> <p>how to assess and manage risks of sending, sharing or passing on sexual images</p> <p>how to secure personal information online</p>
--	---	--	--	--	--	---



## PSHE PROGRESSION MAP (Y4 - Y9)

	<p>know which products to buy to keep clean.</p> <p>Know about different types of relationships (friends, families, couples, marriage, civil partnership, same sex)</p> <p>Know age restrictions for marriage and civil partnership</p> <p>know about the correct use of the terms sex, gender identity and sexual orientation</p>					
<p>Understand that relationships in the family are developed by spending time together and sharing each other's lives</p> <p>Understand families try to be committed to each other</p> <p>Understand stable, caring relationships are important for children's security growing up.</p>						



## PSHE PROGRESSION MAP (Y4 - Y9)

<p><b>Living in the wider world</b></p> <p><i>(covers community, rules and opinions, appreciating difference, finance and careers)</i></p>	<p><b>Understand that everyone has human rights (and that children have their own set of human rights)</b></p> <p><b>Know about the UN declaration on the Rights of the Child</b></p> <p>Know we are part of local, national and global communities Know about who works with the local community</p> <p><b>Know that democracy means having a say in who the leaders are</b></p> <p><b>know that we live in a democratic society</b></p> <p><b>know that leaders are elected</b></p> <p><b>understand what a political party is</b></p>	<p><b><u>Law and Human Rights.</u></b></p> <p><b>Understand about the importance of human rights (and the Rights of the Child)</b></p> <p><b>Understand that human rights overrule any beliefs, ideas or practices that harm others</b></p> <p>know why laws and rules are made</p> <p><b>know the importance of the rule of law</b></p> <p>know how laws and rules are made in parliament</p> <p>Appreciate the range of national, regional, religious and ethnic identities of people living in the UK</p> <p>Know that resources are allocated and the effect this has on</p>	<p><b><u>Diverse Britain.</u></b></p> <p><b>know that there is local and national government</b></p> <p>Discuss the terms democracy and human rights in relation to local and national government.</p> <p>Know about the lives, values and customs of people living in the UK</p> <p>Identify some consequences of prejudice behaviour (racism, sexism)</p> <p>Understand some ways they can combat prejudiced behaviour</p> <p>Be critical of what they see and read in the media</p> <p><b>critically consider information they choose to forward to others</b></p>	<p><b><u>Diversity</u></b></p> <p>Explain what makes up your own identity.</p> <p><b>Explain what it means to be living in a diverse society and what it brings to those who live there.</b></p> <p><b>Explain the rights and responsibilities of the population.</b></p> <p>Explain how to challenge prejudice, stereotypes.</p> <p><b>Explain the signs and effects of all types of bullying, including online</b></p> <p>Know how to respond to bullying of any kind, including online</p> <p>Suggest how to support others when they are experiencing prejudice behaviour.</p>	<p><b><u>Discrimination</u></b></p> <p><b>How to manage influences on beliefs and decisions.</b></p> <p>Group-think and persuasion.</p> <p>How to develop self-worth and confidence.</p> <p>Different types of discrimination and how that impacts individuals.</p> <p><b>Explain what protections have been put in place to stop discrimination.</b></p> <p><b>Identify key points in history when people's rights have begun to change and identify the factors which have caused the change.</b></p> <p><b>Explain how the media can influence public views about stereotypes.</b></p> <p><b>How to recognise and challenge discrimination.</b></p>	





## PSHE PROGRESSION MAP (Y4 - Y9)

	<p><b>know that at 18 you have a right to vote for party to lead the government</b></p>	<p>individuals, communities and the environment</p> <p>Explain their views on issues that affect society as well as themselves</p> <p>research, discuss and debate issues concerning health and wellbeing</p>				
					<p><b><u>Digital literacy</u></b></p> <p><b>how to use social networking sites safely, including knowing about age restrictions</b></p> <p>how to recognise, respond to and seek help for grooming in different forms</p> <p><b>how to recognise biased or misleading information online</b></p> <p><b>how to critically assess different media sources</b></p> <p>how to distinguish between content which is publicly and privately shared</p> <p><b>how to protect financial security online</b></p>	



## PSHE PROGRESSION MAP (Y4 - Y9)

					how to assess and manage risks in relation to gambling and chance-based transactions	
	<p><b>know what a stereotype is</b></p> <p><b>know how a stereotype can be unfair, negative and destructive</b></p>					
<p>Identify a range of jobs and careers with the skills the jobs need</p> <p>Understand what a bank or building society account is for</p> <p>Understand that money can be transferred electronically between accounts</p>	<p><b><u>Dreams and Goals</u></b></p> <p>Identify my strengths.</p> <p><b>Understand how to set achievable targets.</b></p> <p><b>Explain the concept of work ethic</b></p> <p>Understand how to plan to develop talents</p> <p>Understand the concept of 10,000 hours of practice</p>	<p><b><u>Money Matters</u></b></p> <p><b>Know how finance plays an important part in people's lives</b></p> <p><b>know how the wrong choices can affect wellbeing e.g gambling, debt</b></p> <p><b>be a critical critical consumer and know about good value</b></p> <p>Understand 'loan,</p>	<p><b><u>Financial decision making</u></b></p> <p><b>how to make safe financial choices</b></p> <p><b>about ethical and unethical business practices and consumerism</b></p> <p><b>about saving, spending and budgeting</b></p> <p><b>Recognise emotions linked to finance.</b></p>	<p><b><u>Community and careers</u></b></p> <p><b>about equality of opportunity in life and work</b></p> <p><b>how to challenge stereotypes and discrimination in relation to work and pay</b></p> <p><b>about employment, self-employment and voluntary work</b></p>	<p><b><u>Employability skills</u></b></p> <p>Employability and online presence</p> <p>about young people's employment rights and responsibilities</p> <p>skills for enterprise and employability</p> <p>how to give and act upon constructive feedback</p> <p>how to manage their 'personal brand' online</p>	



## PSHE PROGRESSION MAP (Y4 - Y9)

		<p>Manage time</p> <p>Describe ways to work with others to achieve goals.</p> <p>Identify key skills that will help in future careers.</p> <p><b>Understand that gender, race and social class do not determine what jobs people can do.</b></p>	<p>interest and debt</p> <p><b>Know that people pay 'tax' to contribute towards society</b></p> <p>recognise routes into careers</p>	<p>Identify sources of income and evaluate their advantages and disadvantages.</p> <p>Evaluate different forms of borrowing.</p> <p>Recognise ways to avoid risky situations and borrow safely.</p> <p>Examine ways of controlling expenditure</p> <p>Evaluate the importance of getting good shopping advice before entering the marketplace.</p> <p><b><u>Developing skills and aspirations</u></b></p> <p><b>how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</b></p> <p>about a broad range of careers and the abilities and qualities required for different careers</p>	<p><b>how to set aspirational goals for future careers and challenge expectations that limit choices</b></p> <p>Consider how gender stereotyping affects people's ideas about the suitability of particular careers for men and women.</p> <p>Understand why people volunteer and explore the value young people place on volunteering.</p>	<p>habits and strategies to support progress</p> <p>how to identify and access support for concerns relating to life online</p> <p><b><u>Setting goals</u></b></p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>about transferable skills, abilities and interests</p> <p>how to demonstrate strengths</p> <p>about different types of employment and career pathways</p> <p>how to manage feelings relating to future employment</p> <p>how to work towards aspirations and set meaningful, realistic goals for the future</p> <p>about GCSE and post-16 options</p> <p>skills for decision making</p>
--	--	--	--	--	---	--



## PSHE PROGRESSION MAP (Y4 - Y9)

				<p><b>about equality of opportunity</b></p> <p>how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</p> <p><b>about the link between values and career choices</b></p> <p>how to improve study skills</p> <p>how to identify personal strengths and areas for development</p>		
--	--	--	--	---	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Friendships.	Law and Human Rights.	Health and Wellbeing		Relationships and Puberty (RSE)	Dreams and Goals.
Year 6	Respect.	Diverse Britain.	Health and Wellbeing		Relationships (RSE)	Money Matters
Year 7	Building Relationships.	Safety.	Developing Skills and Aspirations.	Financial Decision Making.	Health and Puberty.	Diversity.
Year 8	Emotional Wellbeing	Discrimination.	Community and Careers.	Digital Literacy.	Identity and Relationships.	Drugs and Alcohol.
Year 9	Respectful	Healthy Lifestyles.	Setting Goals	Employability Skills.	Intimate Relationships.	Peer Influence,



## PSHE PROGRESSION MAP (Y4 - Y9)

	Relationships.					Substance Use and Gangs.
--	----------------	--	--	--	--	--------------------------