

# PSHE Progression Map

## Why do we teach PSHE (Life Skills)?

'Social and Emotional Learning refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Weissberg, R. et al 2015)

'...when carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds and other vulnerable groups, who on average have weaker social and emotional skills than their peers.' (Sir Kevan Collins Improving Social and Emotional Learning in Primary Schools EEF)

	KSI	Year 3	Year 4	Year 5	Year 6	KS3	
CONCEPTUAL							
Relationships	<p>To know about making friends, feeling lonely and getting help.</p> <p>To know about managing secrets, resisting pressure and recognising hurtful behaviour</p> <p>To know how to recognise things in common and differences, how to play and work cooperatively and how to share opinions</p>	<p>To know what makes a family and the features of family life</p> <p>To know what to do if family relationships are making them feel unhappy or unsafe</p> <p>To know what personal boundaries are, how to safely respond to others and the impact of hurtful behaviour</p> <p>To know that bullying can be online and what to do if they are experiencing it</p> <p>To know what respectful behaviour is, the importance of self-respect and their right to be treated respectfully by others</p> <p>To know what it means to be courteous and polite</p>	<p>To know the features of a positive friendship is,</p> <p>To know that knowing someone online is different to knowing someone face to face and that there are risks in communicating with someone they do not know</p> <p>To know how to respond to hurtful behaviour, including pressures from peers</p> <p>To know how to manage confidentiality and to recognise and respond to risks online</p> <p>To know to respect differences and similarities and how to discuss difference sensitively</p>	<p>To know what makes a healthy friendship</p> <p>To know what peer influence is and how it can affect people</p> <p>To know how to use a range of strategies to resolve disputes</p> <p>To know how to get help if a friendship is making them feel unsafe, worried or uncomfortable</p> <p>To know what acceptable and unacceptable physical contact is and how to get help if they have a concern</p> <p>To know that no one should ask them to keep a secret that makes them feel uncomfortable</p> <p>To know how to respond respectfully to a wide range of</p>	<p>To know what it means to be attracted to someone and different kinds of loving relationships</p> <p>To know the qualities of healthy relationship</p> <p>To know how to recognise and manage pressure and to understand consent in different situations</p> <p>To know the difference between healthy and unhealthy friendships</p> <p>To know how to express opinions while respecting other points of view</p> <p>To know the link between values and behaviour and how to be a positive role model</p>		

				people and how to recognise prejudice and discrimination		
PHILOSOPHICAL ENQUIRY						
		How can we be a good friend?  What are families like?	What does it mean to treat someone with respect?  Is it important that everyone is included?	What could change a friendship?  Should we ever keep secrets?  Should everyone be treated equally?	How do friendships change as we grow?  What makes a positive role model?  What responsibilities come with being more independent?	

CONCEPTUAL						
Living in the wider world	<p>To know what it means to belong to a group and the roles and responsibilities in a group</p> <p>To know how a community can function to help people from different groups feel included</p> <p>To know how people access the internet and that some content is factual and some is for entertainment</p> <p>To know that some information online may not be true</p>	<p>To know the value of rules and laws</p> <p>To know what human rights are and that individuals have rights and also responsibilities</p> <p>To know that online images can be altered and adapted and how to recognise whether something they see online is true or accurate</p> <p>To know how to make safe, reliable choices from search results</p> <p>To know how to report something they see online that concerns them</p> <p>To know that there are many jobs that require different skills and that there are gender stereotypes associated with some</p> <p>To know how to set goals for themselves</p>	<p>To know the meaning and benefits of living in a community</p> <p>To know how to show compassion towards others in need and the shared responsibilities of caring for them</p> <p>To know that information shared online has a digital footprint</p> <p>To know that online content can be used as advertising and that personal information is used to target this</p> <p>To know that search results are ranked based on the popularity of a website and that this can affect what they see</p> <p>To know that spending decisions are based on budget, values and need and that the need to keep track of money</p>	<p>To know how resources are allocated and that this can have a positive or negative effect on individuals, communities and the environment</p> <p>To know that the environment needs to be protected and how to express their opinion about their responsibilities towards it</p> <p>To know there are different types of media and how to know if online content is fact, opinion or biased</p> <p>To know how to recognise unsafe or suspicious online content and how devices store and share information</p> <p>To know why people choose a particular career and the importance of diversity and inclusion in the workplace</p> <p>To know about stereotyping in the workplace</p>	<p>To know what prejudice means</p> <p>To know how to value diversity and to safely challenge discrimination and stereotypes</p> <p>To know the benefits of safe internet use</p> <p>To know that online content can be designed to manipulate people's emotions and to encourage them to read and share things</p> <p>To know what radicalisation is and the role that online content plays in this</p> <p>To know what a social media influencer is and how and why they share content to positive and negative effect</p> <p>To know how to report inappropriate online content or contact</p>	

			To know the different ways they can pay for things		To know how attitudes to money can impact on a person's emotions, health and wellbeing  To know how money can be gained or lost and the risks associated with money  To know how to get help if they are concerned about gambling or financial risk	
PHILOSOPHICAL ENQUIRY						
	Why are rules and laws important?  What is the difference between rights and responsibilities?  Is gender stereotyping always a bad thing?	What makes a community a community?  Should everyone contribute to the community they live in ?  What are the benefits of living in a diverse community?	Does everyone have a role in protecting the environment?  Should we believe everything we read online?	How does prejudice hurt people?  How can online content mislead or harm people?		

CONCEPTUAL						
Health & Wellbeing	To know the routines to maintain good physical and mental health	To be able to identify healthy and unhealthy choices that people might make in their life	To know a wide range of actions that maintain a balanced healthy lifestyle, physically and mentally	To know the importance of sleep and how to maintain healthy sleep	To know that anyone can be affected by mental ill-health and that these can be resolved with help and support	
	To know that medicines can help people stay healthy and manage allergies	To know about habits and how they can be maintained, changed or stopped	To know that common illnesses can be quickly treated with the right care	To know the importance of being outdoors for physical and mental health and how to stay safe in the sun	To know that feelings can be helpful but sometimes they need to be overcome	
	To know how to maintain dental health	To know that regular exercise has positive benefits on mental and physical health	To know how to maintain oral hygiene and dental health	To know how medicines, vaccinations and immunisations support health	To know that if someone experiences feelings that are not so good there is help and support available	
	To know how to describe and share feelings and how to feel good, calm down or change their mood	To know how to identify their own strengths and what they are proud of  To know how to express feelings and reframe setbacks	To know the physical and emotional changes during puberty and be able to name external genitalia and reproductive organs	To know how bacteria and viruses affect health and how hygiene can prevent their spread	To know that there may be changes in life - including death - that lead to feelings of loss and grief and what	

	<p>To know how to manage big feelings and ask for help</p> <p>To know how people grow from young to old</p> <p>To know how to identify and name body parts including external genitalia</p> <p>To know how to manage risk at home - electricity, medicines</p> <p>To know how to keep themselves safe in familiar and unfamiliar environments (school, online and 'out and about')</p> <p>To know how and when to dial 999</p>	<p>(asking for help, trying again, recalling successes)</p> <p>To know how to predict and manage risk in everyday situations (e.g. crossing the road, in the playground, in the kitchen)</p> <p>To know about fire safety and the need for smoke alarms</p> <p>To know how to keep themselves safe in the local environment or unfamiliar places - road, rail, water and firework safety</p>	<p>To know how to manage changes during puberty including personal hygiene and menstruation</p> <p>To know how to get information and help about puberty</p> <p>To know using medicines and household products safely is vital</p> <p>To know what a drug is and that they can positively and negatively affect health and wellbeing</p> <p>To know that there are risks associated with using drugs and how to get help and advice if they need it</p>	<p>To know what contributes to personal identity (race, sex, gender, family, faith, culture, likes/dislike)</p> <p>To know how to recognise and respect individuality and that for some gender does not correspond to biological sex</p> <p>To know how to boost their mood and improve emotional wellbeing</p> <p>To know how to keep safe in different situations and when things are becoming risky, unsafe or an emergency</p> <p>To know to respond in an emergency and how to use basic first aid techniques</p>	<p>strategies can help someone cope with these</p> <p>To know that balancing time online with other activities maintains health and wellbeing, and what strategies foster positive habits</p> <p>To know how to get help if something they have seen online frightens or worries them</p> <p>To know that growing up might lead to increased independence and how to stay safe when out with friends</p> <p>To know what strategies will help them manage transition to secondary school and how friendships may change</p> <p>To know the links between love, committed relationships and conception</p> <p>To know that sexual intercourse is one part of an intimate relationship between consenting adults and how pregnancy occurs and can be prevented</p> <p>To know how to protect personal information and manage risk around sharing things online</p> <p>To know that age restrictions on media help you make decisions about what to watch, use or play</p> <p>To know the risks, effects and laws about drugs</p>	
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PHILOSOPHICAL ENQUIRY						
	<p>What keeps us safe?</p> <p>Why is it important to stay positive when things go wrong?</p>	<p>Who is responsible for you maintaining a healthy lifestyle?</p> <p>Are all drugs bad?</p>	<p>What makes you you and gives you your personal identity?</p> <p>Does everyone deserve respect?</p>	<p>Should you take notice of all of your feelings?</p> <p>What is the role of grief in helping us cope with big changes in life?</p> <p>Are all drug addicts criminals?</p>		