

PSHE Programme of Study/Progression Map – January 2019

<p>Autumn 1: Pupils should be taught:</p> <ul style="list-style-type: none"> - How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. - How to recognise and manage emotions within a range of relationships. - How to recognise risky or negative relationships including all forms of bullying and abuse. 	<p>Autumn 2: Pupils should be taught:</p> <ul style="list-style-type: none"> - What is meant by a healthy lifestyle? - How to maintain physical, mental and emotional health and wellbeing. - How to manage risks to physical and emotional health and wellbeing. - Ways of keeping physically and emotionally safe.
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Year Group:	Autumn Term 1 - Core Theme: Relationships	Autumn Term 2 - Core Theme: Health and Well-being
	Coverage:	Essential Skills:
Foundation Stage	Follow the Development Matters document for EYFS	
Year One & Year Two	<p>Feelings and emotions: recognise feelings in self; special people; behaviour and how people’s bodies and feelings can be hurt</p> <p>Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>	<ul style="list-style-type: none"> - Active listening - Awareness of own needs - Drawing conclusions - Empathy - Making decisions and choices - Managing risk and personal safety - Perception of how peers show feeling - Recognising safe sources of support - Resilience
Year Three & Year Four	<p>Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p>Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p>	<ul style="list-style-type: none"> - Resolving conflict - Self-management - Self-reflection
Year Five & Year Six	<p>Feeling and emotions: recognising and responding to others’ feelings; keeping a confidence or a secret; recognising and managing dares</p> <p>Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p>	<p>Healthy lifestyles: What influences our choices about health and wellbeing</p>

<p>Spring 1: Pupils should be taught:</p> <ul style="list-style-type: none"> - About managing change, including puberty, transition and loss. - How to make informed choices about health and wellbeing and to recognise sources of help with this. - How to respond in an emergency. - To identify different influences on health and wellbeing. - Ways of keeping physically and emotionally safe. 	<p>Spring 2: Pupils should be taught:</p> <ul style="list-style-type: none"> - How to recognise and manage emotions within a range of relationships. - How to respond to risky or negative relationships and ask for help. - How to respect equality and diversity in relationships.
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Year Group:	Spring Term 1 - Core Theme: Health and Well-being	Spring Term 2 - Core Theme: Relationships		
	Coverage:	Essential Skills:	Coverage:	Essential Skills:
Foundation Stage	Follow the Development Matters document for EYFS			
Year One & Year Two	<p>Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths.</p> <p>Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe.</p>	<ul style="list-style-type: none"> - Active listening - Affirming self and others - Communicating ideas and views - Empathy - Resilience - Self-reflection - Using constructive feedback 	<p>Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences.</p>	<ul style="list-style-type: none"> - Active listening - Affirming self and others - Analysing and evaluating situation - Communicating ideas to others - Communicating ideas and views to others - Empathy - Giving constructive feedback - Recognising distorted thinking - Self-management - Self-reflection
Year Three & Year Four	<p>Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe</p>		<p>Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions</p>	
Year Five & Year Six	<p>Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p>		<p>Valuing difference: Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice</p>	

Summer 1: Pupils should be taught:

- About respect for self and others.
- The importance of responsible behaviours and actions.
- About rights and responsibilities as members of families, other groups and ultimately as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.

Summer 2: Pupils should be taught:

- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe, and the importance of managing it effectively.
- How money plays an important part in people's lives.
- A basic understanding of enterprise.

Year Group:	Summer Term 1 Core Theme: Living in the Wider World	Summer Term 2 Core Theme: Living in the Wider World		
	Coverage:	Essential Skills:	Coverage:	Essential Skills:
Foundation Stage	Follow the Development Matters document for EYFS			
Year One & Year Two	Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups	<ul style="list-style-type: none"> - Affirming self and others - Analysing and evaluating situations - Communicating ideas and views - Drawing conclusions - Empathy - Formulating questions - Gathering and using data (assessing validity and reliability) - Giving constructive feedback to others - Looking at evidence - Making decisions and choices - Managing risk and personal safety - Negotiation - Planning - Recalling and applying knowledge and skills - Recognising distorted thinking - Resilience - Resolving conflicts - Self-reflection - Setting challenging goals - Team-working 	<p>Taking care of the environment: improvements and harm to local environments; ways of looking after local environments</p> <p>Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p>	<ul style="list-style-type: none"> - Affirming self and others - Analysing and evaluating situations - Communicating ideas and views - Drawing conclusions - Empathy - Formulating questions - Gathering and using data (assessing validity and reliability) - Giving constructive feedback to others - Looking at evidence - Making decisions and choices - Managing risk and personal safety - Negotiation - Planning - Recalling and applying knowledge and skills - Recognising distorted thinking - Resilience - Resolving conflicts - Self-reflection - Setting challenging goals - Team-working
Year Three & Year Four	Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information		<p>Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p>Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise</p>	
Year Five & Year Six	Rights and responsibilities: topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information		<p>Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p>Money matters: finance; earning money and deductions; enterprise</p>	