

## PSHE Programme of Study/Progression Map

<p><b>Autumn 1: Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</li> <li>- How to recognise and manage emotions within a range of relationships.</li> <li>- How to recognise risky or negative relationships including all forms of bullying and abuse.</li> </ul>	<p><b>Autumn 2: Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- What is meant by a healthy lifestyle?</li> <li>- How to maintain physical, mental and emotional health and wellbeing.</li> <li>- How to manage risks to physical and emotional health and wellbeing.</li> <li>- Ways of keeping physically and emotionally safe.</li> </ul>
--	---

Year Group:	Autumn Term 1 - Core Theme: <b>Relationships</b>	Autumn Term 2 - Core Theme: <b>Health and Well-being</b>
	<b>Coverage:</b>	<b>Coverage:</b>
Foundation Stage	Follow the Development Matters document for EYFS	
Year One & Year Two	<p><b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt</p> <p><b>Healthy Relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Awareness of own needs</li> <li>- Drawing conclusions</li> <li>- Empathy</li> <li>- Making decisions and choices</li> <li>- Managing risk and personal safety</li> <li>- Perception of how peers show feeling</li> <li>- Recognising safe sources of support</li> <li>- Resilience</li> </ul>
Year Three & Year Four	<p><b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>- Resolving conflict</li> <li>- Self-management</li> <li>- Self-reflection</li> </ul> <p><b>JG values linked with topics covered this half term:</b> Feelings &amp; emotions – Resilience Healthy relationships - Honesty</p>
Year Five & Year Six	<p><b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Affirming self and others</li> <li>- Analysing and evaluating situations</li> <li>- Communicating ideas and views to others</li> <li>- Drawing conclusions</li> <li>- Empathy</li> <li>- Giving constructive feedback to others</li> <li>- Looking at evidence</li> <li>- Making decisions and choices</li> <li>- Managing pressure and stress</li> <li>- Managing risk and personal safety</li> <li>- Recalling and applying knowledge and skills</li> <li>- Recognising need for peer approval</li> <li>- Recognising distorted thinking</li> <li>- Resilience</li> <li>- Self-managing feelings</li> <li>- Self-reflection</li> <li>- Setting challenging goals for self</li> <li>- Team working</li> </ul> <p><b>JG values linked with topics covered this half term:</b> Healthy lifestyles - Caring</p>

<p><b>Spring 1: Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- About managing change, including puberty, transition and loss.</li> <li>- How to make informed choices about health and wellbeing and to recognise sources of help with this.</li> <li>- How to respond in an emergency.</li> <li>- To identify different influences on health and wellbeing.</li> <li>- Ways of keeping physically and emotionally safe.</li> </ul>	<p><b>Spring 2: Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>- How to recognise and manage emotions within a range of relationships.</li> <li>- How to respond to risky or negative relationships and ask for help.</li> <li>- How to respect equality and diversity in relationships.</li> </ul>
--	--

Year Group:	Spring Term 1 - Core Theme: <b>Health and Well-being</b>	Spring Term 2 - Core Theme: <b>Relationships</b>
	Coverage:	Essential Skills:
<b>Foundation Stage</b>	Follow the Development Matters document for EYFS	
<b>Year One &amp; Year Two</b>	<p><b>Growing and changing:</b> Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths.</p> <p><b>Keeping safe:</b> 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"> <li>- Active listening</li> <li>- Affirming self and others</li> <li>- Communicating ideas and views</li> <li>- Empathy</li> <li>- Resilience</li> <li>- Self-reflection</li> <li>- Using constructive feedback</li> </ul> <p><b>JG values linked with topics covered this half term:</b> Growing and changing – Respect Keeping safe – Responsibility</p>
<b>Year Three &amp; Year Four</b>	<p><b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p><b>Keeping safe:</b> 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><b>Valuing difference:</b> Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences.</p> <p><b>Valuing difference:</b> Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions</p>
<b>Year Five &amp; Year Six</b>	<p><b>Growing and changing:</b> 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><b>Keeping safe:</b> 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><b>Valuing difference:</b> Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice</p> <p><b>JG values linked with topics covered this half term:</b> Valuing difference: Fairness</p>

<b>Summer 1: Pupils should be taught:</b> - 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.	<b>Summer 2: Pupils should be taught:</b> - 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: <b>Living in the Wider World</b>	Summer Term 2 Core Theme: <b>Living in the Wider World</b>		
	Coverage:	Essential Skills:	Coverage:	Essential Skills:
<b>Foundation Stage</b>	Follow the Development Matters document for EYFS			
<b>Year One &amp; Year Two</b>	<b>Rights and responsibilities:</b> 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"> <li>- Affirming self and others</li> <li>- Analysing and evaluating situations</li> <li>- Communicating ideas and views</li> <li>- Drawing conclusions</li> <li>- Empathy</li> <li>- Formulating questions</li> <li>- Gathering and using data (assessing validity and reliability)</li> <li>- Giving constructive feedback to others</li> <li>- Looking at evidence</li> <li>- Making decisions and choices</li> <li>- Managing risk and personal safety</li> <li>- Negotiation</li> <li>- Planning</li> <li>- Recalling and applying knowledge and skills</li> <li>- Recognising distorted thinking</li> <li>- Resilience</li> <li>- Resolving conflicts</li> <li>- Self-reflection</li> <li>- Setting challenging goals</li> <li>- Team-working</li> </ul>	<b>Taking care of the environment:</b> improvements and harm to local environments; ways of looking after local environments  <b>Money matters:</b> 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	<ul style="list-style-type: none"> <li>- Affirming self and others</li> <li>- Analysing and evaluating situations</li> <li>- Communicating ideas and views</li> <li>- Drawing conclusions</li> <li>- Empathy</li> <li>- Formulating questions</li> <li>- Gathering and using data (assessing validity and reliability)</li> <li>- Giving constructive feedback to others</li> <li>- Looking at evidence</li> <li>- Making decisions and choices</li> <li>- Managing risk and personal safety</li> <li>- Negotiation</li> <li>- Planning</li> <li>- Recalling and applying knowledge and skills</li> <li>- Recognising distorted thinking</li> <li>- Resilience</li> <li>- Resolving conflicts</li> <li>- Self-reflection</li> <li>- Setting challenging goals</li> <li>- Team-working</li> </ul>
<b>Year Three &amp; Year Four</b>	<b>Rights and responsibilities:</b> 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		<b>Taking care of the environment:</b> 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  <b>Money matters:</b> the role that money plays in their lives; borrowing, debt and interest; enterprise	
<b>Year Five &amp; Year Six</b>	<b>Rights and responsibilities:</b> 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	<b>JG values linked with topics covered this half term:</b> Rights and responsibilities - Positivity	<b>Taking care of the environment:</b> 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  <b>Money matters:</b> finance; earning money and deductions; enterprise	<b>JG values linked with topics covered this half term:</b> Taking care of the environment – Integrity Money matters – Responsibility