

PSHE Progression Map

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Please see below the Progression Map for PSHE lessons at Concordia Academy.

By the end of the year, children should be able to...							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking Skills		Share views respectfully Give reasons for ideas with evidence/ examples Agree and disagree respectfully. Connect an idea to another idea	Show that they are actively listening and responding Suggest what might happen if... Demonstrate how to build on others' ideas Be an effective member in small group tasks Suggest different possibilities/ideas	Identify big ideas in a stimulus and ask questions related to these Support and build on the ideas of others Keep focussed on the matter at hand Explain how ideas are linked Explore a range of different possibilities	Empathise with how others are feeling/thinking about something Encourage others to join in discussions Draw upon evidence and own experiences Suggest reasoned conclusions Show a willingness to illustrate the ideas of others with own experiences Identify associated concepts and explain their relevance and connections	Show appreciation for the comments of others i.e. that is a really good point/that has made me think about... Question peers to support progress in an enquiry Evaluate own evidence offered and that offered by others i.e. I think that example is... Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry Evaluate in some detail the range of possibilities	Show an interest in the progress of an enquiry Show that they have extended their thinking beyond the PSHE session Evaluate a range of reasoned conclusions Identify assumptions and evaluate their impact Summarise the progress of an enquiry Suggest ways in which an enquiry might move to make progress Suggest and explain new and novel ideas that build on the ideas of others

Health and Wellbeing		<p>How specific rules and restrictions help them to keep safe.</p> <p>Who helps them to stay healthy and what that means (e.g. parent, dentist, doctor)</p> <p>That things people put into or onto their bodies can affect how they feel</p> <p>How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>Why hygiene is important and how simple routines can stop germs from being passed on</p> <p>What they can do to take care of their personal hygiene on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p>That people have different roles within the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>Recognise and have an understanding of who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>How to respond safely and appropriately to adults they don't know</p> <p>Understand the importance of asking for support and to keep trying until they are heard if they feel unsafe or worried for themselves or others</p>	<p>How specific rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>How to recognise and identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them these situations</p> <p>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable</p> <p>Recognise that not everything they see online is true or trustworthy</p> <p>Recognise whether something is unsafe, scaring them or they are worried about it and how to tell a trusted adult</p> <p>Recognise that different things are needed to keep the body healthy e.g. food and drink, physical activity, sleep and rest</p> <p>Recognise that eating and drinking too much sugar can affect their health, including dental health</p> <p>To understand how to be physically active and how much sleep they should be getting everyday</p> <p>Recognise the need to limit screen-time and that we can learn and play in a variety of different ways</p>	<p>How to recognise hazards that could cause themselves (or others) harm and how to reduce them</p> <p>Understand how equipment and clothing can help keep you protected and safe</p> <p>That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>How everyday health and hygiene rules and routines help people stay safe and healthy</p> <p>How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings</p> <p>What to do in an emergency, including calling for help and speaking to the emergency services</p> <p>Understand what constitutes a healthy balanced diet</p> <p>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>Recognise how not eating a balanced diet can negatively affect health and why people choose to eat what they do</p> <p>Understand that regular physical activity benefits</p>	<p>How to recognise personal qualities and individuality</p> <p>Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth</p> <p>How everyday things can affect feelings and how they change over time and can be experienced at different levels of intensity</p> <p>The importance of expressing feelings and how to respond proportionately as well as manage them in different circumstances</p> <p>How to managing feelings at times of loss, grief and change</p> <p>How and where to access advice and support to help manage their own or others' feeling</p> <p>About puberty and how bodies change during puberty. including menstruation, hygiene routines, emotions and feelings</p> <p>How to ask for advice and support about growing and changing and puberty</p> <p>How to recognise, predict, assess and manage risk in different situations including the local environment and less familiar locations</p> <p>Understand that you can be influenced by peers' behaviour and by a desire for peer approval</p> <p>How individuality and personal qualities make up someone's identity</p>	<p>To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person's identity</p> <p>How individuality and personal qualities make up someone's identity (including gender identity)</p> <p>Understand stereotypes, including those in relation to protective characteristics, and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>How to challenge stereotypes and assumptions about others</p> <p>How to carry out basic first aid and that if someone has experienced a head injury, they should not be moved</p> <p>When it is appropriate to use first aid and the importance of seeking adult help</p> <p>Importance of remaining calm during an emergency and providing clear information</p> <p>How drugs common to everyday life can affect health and wellbeing</p> <p>That some drugs are legal and other drugs are illegal and the laws surrounding them are designed to protect us</p> <p>Why people choose to use drugs, how the use of them can become a habit and how the risks associated with them can be prevented</p>	<p>Understand the links between mental and physical health</p> <p>How wellbeing can be supported by positive friendships and involvement in clubs and community groups</p> <p>How to make choices that support a healthy, balanced lifestyle including calories content and nutrition.</p> <p>That drugs can affect health and how to manage situations involving them</p> <p>How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>Health problems can become worse if not addressed early on and that anyone can experience them</p> <p>Mental health difficulties can usually be resolved or managed with the right strategies and support</p>
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Relationships		<p>What they like/dislike and are good at</p> <p>What makes them special, their personal features or qualities and how everyone has different strengths and qualities unique to them</p> <p>What children have in common and how they are similar or different to others</p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*</p> <p>That family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>That there are different people in the family they belong to</p>	<p>Know how to make friends and recognise when they feel lonely and what they could do about it</p> <p>Know what friendly behaviour is and what makes you a good friend</p> <p>Know how to resolve arguments that can occur in friendships as well as how to ask for help if particular friendships are making them unhappy</p> <p>How their actions can affect people's feelings</p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Why calling others names, teasing, bullying and excluding children</p>	<p>Understand how wellbeing can be supported by friendships and the importance of seeking support if you are feeling lonely or excluded</p> <p>Learn strategies to include children that are feeling lonely and excluded as well as how to spot those that are</p> <p>How to build healthy friendships and identify qualities that contribute to positive friendships</p> <p>Recognise that sometimes friendships have difficulties and identify how to manage problems or arguments and resolve problems or differences of opinion</p> <p>How to recognise and get support if a friendship is making you feel unhappy, unhealthy or unsafe</p>	<p>Recognise how people's behaviour affects themselves and others, including online</p> <p>How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities</p> <p>That people have the right to privacy and how to recognise when a confidence or secret should or should not be kept (shared with a trusted adult)</p> <p>That everyone should feel included, respected and be aware of the process of stereotyping; how to respond if they witness or experience exclusion, disrespect or discrimination</p>	<p>To know about the different types of relationships people have in their lives</p> <p>How friends and family communicate with each other and how the internet and social media can be used positively</p> <p>Knowing the difference between contact with someone online and face-to-face</p> <p>How to recognise risk in relation to friendships and keeping safe</p> <p>Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings</p> <p>How to recognise and ask for help or advice if puberty worries me.</p>	<p>That people have different kinds of relationships in their lives, including romantic or intimate relationships*</p> <p>That people who are attracted to and love each other can be of any gender, ethnicity or faith *</p> <p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>Understand that marriage is a choice and should be wanted equally by both people and that forcing someone to marry against their will is a crime*</p> <p>How puberty relates to growing from childhood to adulthood</p> <p>About the reproductive organs and process - how babies are conceived and</p>

		<p>How their family members, or people they feel are special, act to make them feel loved and cared for</p> <p>Understand what makes families the same and what makes them different, e.g. features of family life, including what families do / enjoy together</p> <p>That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried</p>	<p>deliberately is unacceptable and how to respond if this happens in different situations</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>That families don't all have the same structure*</p> <p>That positive family life often includes shared experiences, e.g. celebrations, special days or holidays</p> <p>How people within families should care for each other and the different ways they demonstrate this</p> <p>How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concern</p>	<p>Recognise the types of content (including images) that are safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>How to recognise and respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>How to recognise inappropriate pressure, contact or concerns about personal safety and how to respond to this by asking for help and advice</p>	<p>born and how they need to be cared for*</p> <p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>That friendships may change as they grow and how to manage this</p> <p>How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p>
Living in the Wider World		<p>What money is, how it is obtained and that it comes in multiple forms</p> <p>How to make choices about spending money, saving money and how to keep it safe</p> <p>The difference between what we need and what we want</p> <p>How behaviour, both kind and unkind, can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>That they have responsibilities both in and out of the classroom</p> <p>That both people and animals need to be cared for</p> <p>That they and others can help care for the environment and what can harm it both locally and globally</p>	<p>The importance of having a job to help people earn money to pay for things they need and want</p> <p>How people have different skills and interests that enable them to do different jobs</p> <p>About a variety of different jobs, including those done by people they know or people who work in their community</p> <p>How the internet and digital devices helps people do their jobs and carry out their everyday lives</p>	<p>That they belong to different groups and communities outside of your immediate family</p> <p>What makes a community diverse; how the local/wider community around the school is made up of different groups</p> <p>How recognising and valuing the contributions of others helps everyone within the community feel included</p> <p>How to be respectful towards people who live different lives than they do</p>	<p>How there is a collective responsibility to help protect the world around us</p> <p>How the environment can be affected by the everyday choices that we make, including what we choose to buy or spend money on</p> <p>The skills and vocabulary needed to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>How to show care and concern for both people and animals</p>	<p>What influences peoples' decisions when spending or saving money and how people keep track of their money</p> <p>To recognise that there are risks inherent in gambling, the impact that these can have and why people still do it</p> <p>Understanding the different choices and options people have to pay for things</p> <p>How to understand whether things are value for money and what this means to different people</p> <p>That money can be won, lost or stolen and that money can affect people's feelings and emotions</p> <p>There are a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>There are skills, attributes, qualifications and training needed for different jobs</p>	<p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>How text and images can be manipulated or invented as well as strategies to recognise this</p> <p>To evaluate the reliability of how different types of online content and media</p> <p>To recognise and respond to unsafe or suspicious content online</p> <p>How information is tailored to meet the interests of individuals and groups, and</p>

						<p>and some are paid more than others (including unpaid voluntary work)</p> <p>People's choice of a career/job is influenced by interests, skills and pay and there are different ways into them such college, apprentices and university</p> <p>How to question and challenge stereotypes about the types of jobs people can do</p>	<p>how it can be used to influence them</p> <p>How to recognise whether content they view online is age appropriate and make decision based on this</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p>
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