

# PSHE Topic & Progression Map

		<b>Autumn 1:</b> Being Me in My World <b>Autumn 2:</b> Celebrating Difference		<b>Spring 1:</b> Dreams and Goals <b>Spring 2:</b> Healthy Me		<b>Summer 1:</b> Relationships <b>Summer 2:</b> Changing Me	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1:</b> Being Me in My World	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<ul style="list-style-type: none"> <li>I can explain why my class is a happy and safe place to learn.</li> <li>I can give different examples where I or others make my class happy and safe.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why my behaviour can impact on other people in my class.</li> <li>I can compare my own and my friends' choices and can express why some choices are better than others.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my behaviour can affect how others feel and behave.</li> <li>I can explain why it is important to have rules and how that helps me and others in my class learn.</li> <li>I can explain why it is important to feel valued</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why being listened to and listening to others is important in my school community.</li> <li>I can explain why being democratic is important and can help me and others feel valued</li> </ul>	<ul style="list-style-type: none"> <li>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</li> <li>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my choices can have an impact on people in my immediate community and globally.</li> <li>I can empathise with others in my community and globally and explain how this can influence the choices I make.</li> </ul>
<b>Autumn 2:</b> Celebrating Difference	<p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> <li>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special</li> <li>I can explain what bullying is and how being bullied might make somebody feel.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</li> <li>I can explain how it feels to have a friend and be a friend. I can also explain why it is</li> </ul>	<ul style="list-style-type: none"> <li>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</li> <li>I can tell you how being involved with a conflict makes me feel and can offer strategies to help</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</li> <li>I can explain why racism and other forms of</li> </ul>	<ul style="list-style-type: none"> <li>I can explain ways in which difference can be a source of conflict or a cause for celebration.</li> <li>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</li> </ul>

			OK to be different from my friends.	the situation. e.g Solve It Together or asking for help.		discrimination are unkind. <ul style="list-style-type: none"> <li>I can express how I feel about discriminatory behaviour.</li> </ul>	
<b>Spring 1:</b> Dreams and Goals		<ul style="list-style-type: none"> <li>I can explain how I feel when I am successful and how this can be celebrated positively.</li> <li>I can say why my internal treasure chest is an important place to store positive feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how I played my part in a group and the parts other people played to create an end product.</li> <li>I can explain how our skills complemented each other.</li> <li>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the different ways that help me learn and what I need to do to improve.</li> <li>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan and set new goals even after a disappointment.</li> <li>I can explain what it means to be resilient and to have a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>I can compare my hopes and dreams with those of young people from different cultures.</li> <li>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain different ways to work with others to help make the world a better place.</li> <li>I can explain what motivates me to make the world a better place.</li> </ul>
<b>Spring 2:</b> Healthy Me		<ul style="list-style-type: none"> <li>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</li> <li>I can give examples of when being healthy can help me feel happy.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</li> <li>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</li> <li>I can express how being anxious/ scared and unwell feels.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</li> <li>I can identify feelings of anxiety and fear associated with peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>I can explain different roles that food and substances can play in people's lives.</li> <li>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</li> <li>I can summarise different ways that I respect and value my body.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</li> <li>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</li> </ul>
<b>Summer 1:</b> Relationships		<ul style="list-style-type: none"> <li>I can explain why I have special relationships with</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why some things might make me</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how my life is influenced</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise how people are feeling when they</li> </ul>	<ul style="list-style-type: none"> <li>I can compare different types of friendships and</li> </ul>	<ul style="list-style-type: none"> <li>I can identify when people may be experiencing</li> </ul>

		<p>some people and how these relationships help me feel safe and good about myself.</p> <ul style="list-style-type: none"> <li>• I can also explain how my qualities help these relationships.</li> <li>• I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</li> </ul>	<p>feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <ul style="list-style-type: none"> <li>• I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</li> </ul>	<p>positively by people I know and also by people from other countries.</p> <ul style="list-style-type: none"> <li>• I can explain why my choices might affect my family, friendships and people around the world who I don't know.</li> </ul>	<p>miss a special person or animal.</p> <ul style="list-style-type: none"> <li>• I can give ways that might help me manage my feelings when missing a special person or animal</li> </ul>	<p>the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <ul style="list-style-type: none"> <li>• I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</li> </ul>	<p>feelings associated with loss and also recognise when people are trying to gain power or control.</p> <ul style="list-style-type: none"> <li>• I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</li> </ul>
<p><b>Summer 2:</b> Changing Me</p>		<ul style="list-style-type: none"> <li>• I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</li> <li>• I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</li> <li>• I can explain why some changes I might experience might feel better than others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</li> <li>• I can explain why some types of touches feel OK and others don't.</li> <li>• I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>• I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</li> <li>• I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</li> <li>• I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>• I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</li> </ul>