



	Year 3	Year 4	Year 5	Year 6
Relationships	<p>Accept the views of others and understand that people don't always agree with each other.</p> <p>Identify what makes a good friend and explain some different ideas for how to make up with a friend if we've fallen out.</p>	<p>Give examples of how you can tell a person is feeling worried by their body language.</p> <p>Explain what you could do if someone was upsetting you or if you were being bullied.</p> <p>Explain what being 'assertive' means and give examples of ways of being assertive.</p>	<p>Give examples of our emotional needs and explain why they are important.</p> <p>Explain why these qualities are important.</p> <p>Describe how to stand up for myself (be assertive) and say when assertiveness skills need to be used.</p>	<p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>Give examples of negotiation and compromise.</p> <p>Explain what inappropriate touch is and give an example.</p>
Valuing difference	<p>Give examples of different community groups and what is good about having different groups.</p> <p>Discuss examples in the classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>Identify ways that people are different, including religious or cultural differences.</p> <p>Explain why it's important to challenge stereotypes that might be applied to themselves or others.</p>	<p>Give examples of different faiths and cultures and positive things about having these differences.</p> <p>Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>
Keeping Myself Safe	<p>Identify what could be done to make a situation less risky or not risky at all.</p>	<p>Give examples of people or things that might influence someone to take risks (e.g.</p>	<p>Give examples of things that might influence a person to</p>	<p>Explain why emotional needs are as important as physical needs and what might</p>



## PSHE Progression Map 2019- 2020

	<p>Explain why medicines can be helpful or harmful.</p> <p>Suggest ideas about keeping personal details safe online.</p> <p>Explain why information seen online might not always be true.</p>	<p>friends, peers, media, and celebrities), understand that people have choices about whether they take risks.</p> <p>Describe the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>Give examples of positive and negative influences, including things that could influence decision making.</p>	<p>take risks online. Explain that everyone has a choice.</p> <p>Discuss the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.</p>	<p>happen if a person doesn't get their emotional needs met.</p> <p>Explain ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>
<p>Rights and Responsibilities</p>	<p>Identify ways of checking whether something is a fact or just an opinion.</p> <p>Explain how you can help the people who help you, and how you can do this.</p> <p>Give an example of this.</p>	<p>Explain how as a 'bystander' you can have a positive effect on negative behaviour you witness (see happening) by working together to stop or change that behaviour.</p> <p>Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think</p>	<p>Give examples of some of the rights and related responsibilities you have as you grow older, at home and school. Identify real examples of each that relate to you.</p> <p>Give different examples of things you are responsible for to keep yourself healthy.</p>	<p>Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>Explain what 'environmentally sustainable' living means</p>



## PSHE Progression Map 2019- 2020

		<p>about things and why this might be a problem.</p> <p>Give examples of these decisions and how they might relate to you.</p>	<p>Explain that local councils have to make decisions about how money is spent on things we need in the community. Give an examples of some of the things they have to allocate money for.</p>	<p>and give an example of how we can live in a more 'sustainable' way.</p> <p>Explain the advantages and disadvantages of different ways of saving money.</p>
Being my Best	<p>Give examples of things that you can take responsibility for in relation to being healthy and give an example of something that you have done which shows this.</p> <p>Explain and give an example of a skill or talent that you have developed and the goal-setting already done (or plan to do) in order to improve it.</p>	<p>Give examples of different things that you do already that help to keep healthy.</p> <p>Give different examples of how we contribute to help look after the environment.</p>	<p>Give an example of when you have had increased independence and how that has also helped you to show responsibility.</p> <p>Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>Identify how you can overcome problems and challenges on the way to achieving your goals.</p> <p>Give examples of an emotional risk and a physical risk.</p>
Growing and Changing	<p>Identify things that make a positive relationship and some things that make a negative relationship.</p> <p>Identify some differences between a boy and a girl.</p>	<p>Label some parts of the body that only boys have and only girls have.</p> <p>List some of the reasons why a teenager might have these</p>	<p>Explain what resilience is and how it can be developed.</p> <p>Identify ways you can prepare for changes (e.g. to get the facts, talk to someone).</p>	<p>Give an example of a secret that should be shared with a trusted adult.</p> <p>Describe some emotional changes associated with 'puberty' and how people</p>



## PSHE Progression Map 2019- 2020

	<p>Identify when someone hasn't been invited into my body space and explain how you can be assertive in asking them to leave it if you are feeling uncomfortable.</p>	<p>difficult feelings (e.g. conflict with parents).</p> <p>Discuss why people get married.</p>	<p>Identify when you need help and can identify trusted adults in my life who can help you.</p>	<p>may feel when their bodies change.</p> <p>Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>
Autumn 1	<p>Me and My Relationships Feelings/emotions/conflict resolution/friendships</p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Emotions</li> <li>• Conflict resolution</li> <li>• Friendships</li> </ul>	<p>Me and My Relationships Feelings/emotions/conflict resolution/friendships</p> <ul style="list-style-type: none"> <li>• OK or not OK</li> <li>• Different feelings</li> <li>• When feelings change</li> <li>• Under pressure</li> </ul>	<p>Me and My Relationships Feelings/emotions/conflict resolution/friendships</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Give and take</li> <li>• Friendship</li> <li>• Being Assertive</li> <li>• Our emotional needs</li> <li>• Communication</li> </ul>	<p>Me and My Relationships Feelings/emotions/conflict resolution/friendships</p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Emotions</li> <li>• Conflict resolution</li> <li>• Friendships</li> </ul>
Autumn 2	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>• British Values</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>• British Values</li> <li>• Conflict resolution</li> <li>• Diversity</li> <li>• Tolerance</li> <li>• Respect</li> <li>• Friend or acquaintance</li> <li>• People we share the world with</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>• British Values</li> <li>• Qualities of friendship</li> <li>• Kind conversations</li> <li>• Living in the wider world</li> <li>• Reacting to different situations</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>• British Values</li> </ul>



## PSHE Progression Map 2019- 2020

		<ul style="list-style-type: none"> <li>• Stereotypes</li> </ul>		
Spring 1	Keeping Myself Safe Safe internet use, drugs and Relationships Education <ul style="list-style-type: none"> <li>• Safe internet</li> <li>• Medicines</li> <li>• Relationships</li> </ul>	Keeping Myself Safe Safe internet use, drugs and Relationships Education <ul style="list-style-type: none"> <li>• Danger, risk or hazard</li> <li>• Picture wise</li> <li>• How dare you?</li> <li>• Medicines-check the label</li> <li>• Keeping ourselves safe</li> </ul>	Keeping Myself Safe Safe internet use, drugs and Relationships Education <ul style="list-style-type: none"> <li>• Habits</li> <li>• Risks</li> <li>• Bullying and cyberbullying</li> <li>• Dares</li> <li>• Dilemmas</li> </ul>	Keeping Myself Safe Safe internet use, drugs and Relationships Education <ul style="list-style-type: none"> <li>• To share or not to share</li> <li>• Rat Park</li> <li>• What sort of drug is...?</li> <li>• Drugs: it's the law!</li> <li>• Alcohol: what is normal?</li> <li>• Joe's story Part 1 and 2</li> </ul>
Spring 2	Rights and Responsibilities Money/living in the wider world/environment <ul style="list-style-type: none"> <li>• Money</li> <li>• Living in the wider environment</li> </ul>	Rights and Responsibilities Money/living in the wider world/environment <ul style="list-style-type: none"> <li>• Who helps us to stay healthy and safe?</li> <li>• It's your Right</li> <li>• How do we make a difference?</li> <li>• In the news!</li> <li>• Log quiz</li> <li>• Why pay taxes?</li> </ul>	Rights and Responsibilities Money/living in the wider world/environment <ul style="list-style-type: none"> <li>• Taking responsibility</li> <li>• Fact or opinion</li> <li>• Rights, responsibilities and duties</li> <li>• Community</li> <li>• Spending wisely</li> <li>• Local councils</li> </ul>	Rights and Responsibilities Money/living in the wider world/environment <ul style="list-style-type: none"> <li>• Two sides to every story</li> <li>• Fakebook friends</li> <li>• What's it worth</li> <li>• Jobs and taxes</li> <li>• Action stations</li> <li>• Project Pitch</li> </ul>
Summer 1	Being My Best	Being My Best	Being My Best	Being My Best



## PSHE Progression Map 2019- 2020

	<p>Keeping Healthy/Growth Mindset/goal setting/achievement</p> <ul style="list-style-type: none"> <li>• Keeping healthy</li> <li>• Growth mindset</li> <li>• Goal setting and achievement</li> </ul>	<p>Keeping Healthy/Growth Mindset/goal setting/achievement</p> <ul style="list-style-type: none"> <li>• What makes me ME!</li> <li>• Making choices</li> <li>• Healthy eating</li> <li>• Sustainability</li> <li>• My school community</li> </ul>	<p>Keeping Healthy/Growth Mindset/goal setting/achievement</p> <ul style="list-style-type: none"> <li>• Getting fit</li> <li>• Healthy lifestyle</li> <li>• Skills</li> <li>• My school community</li> <li>• Independence and responsibility</li> <li>• Star qualities</li> </ul>	<p>Keeping Healthy/Growth Mindset/goal setting/achievement</p> <ul style="list-style-type: none"> <li>• Five ways to wellbeing</li> <li>• This will be your life!</li> <li>• Our recommendations</li> <li>• What's the risk?</li> </ul>
Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Differences between males and females</li> <li>• Different families</li> <li>• Body/personal space</li> <li>• PANTS (private parts are private)</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Moving house</li> <li>• My feelings are all over the place</li> <li>• Secret or surprise</li> <li>• Together</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Emotions</li> <li>• Feelings</li> <li>• Reactions</li> <li>• Advice</li> <li>• Types of drugs and medicines</li> <li>• Smoking</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Helpful or unhelpful? Managing change</li> <li>• I look great!</li> <li>• Media manipulation</li> <li>• Pressure online</li> <li>• Is this normal?</li> <li>• Dear Ash</li> <li>• Making babies</li> </ul>