



PSHE PROGRESSION MAP (Y4 - Y9)

Overview:

Our curriculum provides our pupils with the knowledge, understanding and emotions needed to be able to play an active role in today's society. We want them to have high aspirations and a belief in themselves. They develop confidence in sharing their own thoughts and opinions with others, skills and attributes to keep themselves healthy and safe and an attitude of a responsible global citizen that can show tolerance of others beliefs, religions and life choices.

Threads.

- Consent
- Mental health
- Discrimination

In each year, pupils will be learning to:

	4	5	6	7	8	9
Health and wellbeing (Covers mental health, physical health)	<i>Understand that people can experience conflicting feelings at the same time.</i> know that mental health is part of physical health Understand that people can get help for mental health just like physical health Understand the benefits of physical exercise and the outdoors on mental health	Recognise that images in the media can distort reality Describe how the media can affect how people feel about themselves Describe the range and intensity of their feelings to others Manage complex or conflicting emotions Understand that acknowledging mistakes can help people to move on. Understanding the importance of sleep	Know how to resist unhelpful pressure and ask for help recognise warning signs about mental health and wellbeing know how to seek support for themselves and others Know how to improve self esteem/self care (eg hobbies, rest, time with people) Understanding the importance of physical activity & mental health	Safety how to identify, express and manage their emotions in a constructive way how to establish and manage friendships personal safety strategies and travel safety, e.g. road, rail and water how to respond in an emergency situation basic first aid demonstrate the key steps to administering to CPR identify sources for help and	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies about attitudes towards mental health how to challenge myths and stigma about daily wellbeing how to manage emotions how to develop digital resilience about unhealthy coping strategies (e.g. self-harm and eating disorders)	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid about the relationship between physical and mental health about balancing work, leisure, exercise and sleep how to make informed healthy eating choices how to manage influences on body image to make independent health choices to take increased responsibility for physical health, including



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	Understand the benefits of community participation and volunteering on mental health	Recognise their worth by identifying positive things	Set a personal goal	support	about healthy coping strategies	testicular self-examination
	Know how the spread of infection can be prevented know how to maintain good oral hygiene know basic first aid Know about keeping safe in the local environment	Know that some drugs such as alcohol and tobacco can become a habit Know that habits like a lot of screen time or gambling can also be hard to stop. Benefits of a balanced lifestyle. Informed choices regarding a healthy lifestyle, including nutrition. Understand the link between hygiene, bacteria and viruses. Know about allergies and how to get help in an emergency.	Know age restrictions that keep us safe, for alcohol and smoking	<u>Health and puberty</u> how to manage physical and emotional changes during puberty How to manage and maintain, good oral hygiene and dental health To learn about different influences on someone's diet and exercise choices To learn how to make independent, informed decisions about maintaining physical health the importance of period positivity (to combat period shaming). Know strategies for,	<u>Drugs and alcohol</u> about medicinal and recreational drugs about the over-consumption of energy drinks about the relationship between habit and dependence how to use over the counter and prescription medications safely how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes how to manage influences in relation to substance use how to recognise and promote positive social norms and attitudes	<u>Peer influence, substance use and gangs</u> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation how to distinguish between healthy and unhealthy friendships how to assess risk and manage influences, including online about 'grouptink' and how it affects behaviour how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively to manage risk in relation to

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Relationships RSE (Covers general relationships, sexual relationships, legal basis)	Know about some things that makes a healthy friendship (eg truthfulness, trust, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties) Know that healthy friendships are positive and welcoming towards others so do not make others feel lonely or excluded. Know the importance of permission-seeking and giving, in relationships with friends, peers and adults. Know principles of permission apply online as well as face-to-face Know how to	Friendships. Recognise when a friendship is unhealthy Understand that most friendships have ups and downs Understand that problems with friends can often be worked through so that the friendship is repaired or even strengthened. Recognise that roles people take in different groups change eg leader, follower understand the roles they take on in different situations use negotiation to resolve disputes and conflict use compromise and alternatives to resolve disputes and conflict Give helpful feedback and support to others	Respect. Know about times when it appropriate and necessary to break a confidence know what makes a positive, healthy relationship (eg as in friendships) know that mutual respect is important in all relationships Know practical steps they can take in a range of different contexts to improve or support respectful relationships. Know self-respect is important and links to happiness Know principles of respect apply online as well as face-to-face	Building relationships how to develop self-worth and self-efficacy about qualities and behaviours relating to different types of positive relationships how to recognise unhealthy relationships how to recognise and challenge media stereotypes how to evaluate expectations for romantic relationships about consent (law), and how to seek and assertively communicate consent	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering about positive relationships in the home and ways to reduce homelessness amongst young people about conflict and its causes in different contexts, e.g. with family and friends conflict resolution strategies how to manage relationship and family changes, including relationship breakdown, separation and divorce how to access support services	



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maintain good friendships

Understand how actions can affect ourselves and others

Recognise all forms of Bullying

Recognise dares
Know that resorting to violence is never right.

Judge whether physical contact is acceptable or unacceptable

Know how to respond to unacceptable physical contact

Know that unacceptable physical contact is not the victim's fault

know that personal hygiene is important

Relationships and Puberty.

Use terms vulva, vagina, penis and testicles accurately

label male and female body parts including reproductive organs

know about the menstrual cycle

know about wet dreams

know the emotional changes that take place at puberty

know about different feelings and emotions during puberty e.g crushes

Relationships.

link between changes at puberty, sexual intercourse and the start of a baby

know age restrictions for sexual intercourse

know that a baby depends on an adult to meet its basic needs

know that a baby's needs include the emotional and financial

Know about committed loving relationships (including marriage and civil partnership)

Identity and relationships

about gender identity and sexual orientation

about forming new partnerships and developing relationships

that the legal and moral duty is with the seeker of consent

Know that to force anyone into marriage (forced marriage) is illegal

Know that harmful practices (such as FGM and forced marriage) are in contradiction with human rights

Know that harmful practices

Intimate relationships

Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography

about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex

about myths and misconceptions relating to consent

about the continuous right to withdraw consent and capacity to consent

about STIs, effective use of condoms and negotiating safer sex



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	understand feelings will include highs and low <i>know that puberty occurs at different times for different people and explain why.</i> know that during puberty certain parts of the body need to be kept clean know which products to buy to keep clean.	Know that marriage and civil partnership are intended to be lifelong Know that marriage, arranged marriage and civil partnership is between two people who willingly agree		(such as FGM and forced marriage) are against British law (illegal) how to effectively communicate about consent in relationships about the risks of 'sexting' and how to manage requests or pressure to send an image about basic forms of contraception, e.g. condom and pill	about the consequences of unprotected sex, including pregnancy how the portrayal of relationships in the media and pornography might affect expectations how to assess and manage risks of sending, sharing or passing on sexual images how to secure personal information online
	Know about different types of relationships (friends, families, couples, marriage, civil partnership, same sex) Understand relationships are personal and there is no need to feel pressured to have a boyfriend/girlfriend Know age restrictions for marriage and civil partnership know about the correct use of the terms sex, gender identity and sexual orientation				

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works with the local community Know that democracy means having a say in who the leaders are know that we live in a democratic society know that leaders are elected understand what a political party is know that at 18 you have a right to vote for party to lead the government	know the importance of the rule of law know how laws and rules are made in parliament Appreciate the range of national, regional, religious and ethnic identities of people living in the UK Know that resources are allocated and the effect this has on individuals, communities and the environment Explain their views on issues that affect society as well as themselves research, discuss and debate issues concerning health and wellbeing	of prejudice behaviour (racism, sexism) Understand some ways they can combat prejudiced behaviour Be critical of what they see and read in the media critically consider information they choose to forward to others	Identify the rules of debating. Explain their views on issues that are important to them and support opinions with reasons. Diversity Explain what makes up your own identity. Explain what it means to be living in a diverse society and what it brings to those who live there. Explain the rights and responsibilities of the population. Explain how to challenge prejudice, stereotypes. Explain the signs and effects of all types of bullying, including online Know how to respond to bullying of any kind, including online Suggest how to support others when they are experiencing prejudice behaviour.	been put in place to stop discrimination. Identify key points in history when people's rights have begun to change and identify the factors which have caused the change. Explain how the media can influence public views about stereotypes. How to recognise and challenge discrimination.
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	<u>Dreams and Goals</u>	<u>Money Matters</u>	<u>Financial decision making</u>	<u>Community and careers</u>	<u>Employability skills</u>
Identify a range of jobs and careers with the skills the jobs need	Identify my strengths.	Know how finance plays an important part in people's lives	how to make safe financial choices	about equality of opportunity in life and work	Employability and online presence
Understand what a bank or building society account is for	Understand how to set achievable targets.	know how the wrong choices can affect wellbeing e.g gambling, debt	about ethical and unethical business practices and consumerism	how to challenge stereotypes and discrimination in relation to work and pay	about young people's employment rights and responsibilities
Understand that money can be transferred electronically between accounts	Explain the concept of work ethic	be a critical consumer and know about good value	about saving, spending and budgeting	about employment, self-employment and voluntary work	skills for enterprise and employability
	Understand how to plan to develop talents	Understand 'loan, interest and debt	Recognise emotions linked to finance.	how to set aspirational goals for future careers and challenge expectations that limit choices	how to give and act upon constructive feedback
	Understand the concept of 10,000 hours of practice	Know that people pay 'tax' to contribute towards society	Identify sources of income and evaluate their advantages and disadvantages.	Consider how gender stereotyping affects people's ideas about the suitability of particular careers for men and women.	how to manage their 'personal brand' online
	Manage time	recognise routes into careers	Evaluate different forms of borrowing.	Understand why people volunteer and explore the value young people place on volunteering.	habits and strategies to support progress
	Describe ways to work with others to achieve goals.		Recognise ways to avoid risky situations and borrow safely.		how to identify and access support for concerns relating to life online
	Identify key skills that will help in future careers.		Examine ways of controlling expenditure		<u>Setting goals</u>
	<u>Understand that gender, race and social class do not determine what jobs people can do.</u>		Evaluate the importance of getting good shopping advice		Learning strengths, career options and goal setting as part of the GCSE options process



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			before entering the marketplace.			about transferable skills, abilities and interests how to demonstrate strengths about different types of employment and career pathways how to manage feelings relating to future employment how to work towards aspirations and set meaningful, realistic goals for the future about GCSE and post-16 options skills for decision making
			<u>Developing skills and aspirations</u> how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity about a broad range of careers and the abilities and qualities required for different careers about equality of opportunity how to challenge stereotypes, broaden their horizons and how to identify future career aspirations about the link between values and career choices how to improve study skills how to identify personal strengths and areas for			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Friendships.	Law and Human Rights.	Health and Wellbeing		Relationships and Puberty (RSE)	Dreams and Goals.
Year 6	Respect.	Diverse Britain.	Health and Wellbeing		Relationships (RSE)	Money Matters
Year 7	Building Relationships.	Safety.	Developing Skills and Aspirations.	Financial Decision Making.	Health and Puberty.	Diversity.
Year 8	Emotional Wellbeing	Discrimination. Parliament and Democracy.	Community and Careers.	Digital Literacy.	Identity and Relationships.	Drugs and Alcohol.
Year 9	Respectful Relationships.	Healthy Lifestyles.	Setting Goals	Employability Skills.	Intimate Relationships.	Peer Influence, Substance Use and Gangs.