

Beam County Primary School: Progression Map

Subject: PSHE



Key concepts

Managing feelings (communication, self-awareness, conflict, self-respect)

Support and Safety (boundaries, respect, bullying, discrimination, personal responsibility, consent, online safety, privacy)

Healthy Lifestyles (self-care, physical and mental health)

Changing and Growing (puberty)

The world I live in (budgeting, rules, aspirations, stereotyping, challenges, citizenship)

EYFS	End Points EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	End Points KS2
<p>Talking about people that hold a special place in my heart.</p> <p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p> <p>Knowledge Know that we share toys so everyone feels included and nobody is left out or upset.</p>	<p>1. Sensitive work, play and take turns cooperatively with others as positive attachments to adults and peers are made.</p>	<p>Exploring how families are different to each other.</p> <p>Explore how friendship problems can be overcome.</p> <p>Exploring friendly behaviours</p> <p>Exploring the differences between people.</p> <p>Knowledge Understand that families look after us.</p> <p>Know some words to describe how people are related.</p> <p>Know that some information about me and my family is personal.</p> <p>Understand some characteristics of a positive friendship.</p> <p>Understand that friendships have problems that can be overcome.</p> <p>Understand that all people are different.</p>	<p>Understanding ways to show respect to different families.</p> <p>Understanding difficulties in friendships and actions that may be taken.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Knowledge Know families are made up of different people.</p> <p>Know families may be different to my family.</p> <p>Know some problems that may happen in friendships, some more serious which may need addressing.</p> <p>Understand that everyone has similarities and differences.</p>	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems.</p> <p>Understanding of the impact bullying can have and what to do if it occurs.</p> <p>Identifying who I can trust.</p> <p>Reflecting on future jobs based on goals.</p> <p>Knowledge Speak to trusted adults or services such as childline if problems are experienced.</p> <p>Bullying can be physical or verbal.</p> <p>Bullying is repeated and not a one off event.</p> <p>Violence is never the right way to solve a friendship problem.</p> <p>Trust is being able to rely on someone and</p>	<p>Exploring physical and emotional boundaries in friendships.</p> <p>Knowledge Different roles related to bullying: bully, bystander, victim.</p> <p>Everyone has the right to decide what happens to their body.</p>	<p>Identify ways families might make children feel unhappy or unsafe.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Exploring the impact bullying can have.</p> <p>Knowledge Marriage is a legal commitment and a choice people can make.</p> <p>Understand what might lead to someone bullying others.</p> <p>What action a bystander can take when they see bullying.</p>	<p>Discussing how and why respect is an important part of relationships.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying appropriate ways to share views and ideas with others.</p> <p>Evaluating the suitability of different career paths.</p> <p>Aligning career options with personal interests and strengths.</p> <p>Exploring how the media might influence our identity.</p> <p>Knowledge Everyone deserves respect but it can be lost.</p> <p>A career route is the path taken to have a particular career, including qualifications and experience needed.</p>	<p>1 Able to apply understanding of themselves and others in a wider context.</p>

				is an important part of a relationship. Know that different jobs contribute to our society in different ways.				
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Stat guidance alignment
 That families are important for children growing up because they can give love, security and stability.
 The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
 That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
 That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
 That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
 The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
 That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
 Practical steps they can take in a range of different contexts to improve or support respectful relationships.
 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
 The importance of permission-seeking and giving in relationships with friends, peers and adults
 That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

<p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Explore different facial expressions and identifying the different feelings they represent.</p> <p>Exploring ways to moderate feelings socially and emotionally.</p> <p>Coping with challenge when problem solving.</p> <p>Knowledge To name some different feelings and emotions.</p> <p>Know I am a valuable individual.</p> <p>Know facial expressions can give a clue how others are feeling.</p>	<p>2.Show an understanding of their own feelings and begin to regulate their behaviour accordingly.</p>	<p>Identifying different ways to manage feelings.</p> <p>Knowledge Know strengths are things that we are good at.</p> <p>Know that qualities describe what we are like.</p> <p>Know vocabulary to describe positive and negative emotions.</p>	<p>Exploring how loss and change can affect us.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Knowledge Know there are ways that we can remember people or events.</p> <p>Know we can feel more than one emotion at a time.</p>		<p>Discussing how to help someone who has had a bereavement.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions knowing I can control some things but not others.</p> <p>Developing a growth mindset.</p> <p>Knowledge Bereavement describes the feeling someone might have after someone dies or a big change in their lives.</p> <p>Mistakes can help us learn.</p> <p>Mental health refers to our emotional wellbeing.</p> <p>It's normal to experience a range of emotions.</p>	<p>Learning to make 'for' and 'against' arguments to help with decision making</p> <p>Knowledge Strategies to use to overcome pressures from others in order to make my own decisions.</p>	<p>Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Explaining the process of grief and understanding that it is different for different people.</p> <p>Developing strategies for being resilient in challenging situations.</p> <p>Knowledge The concepts of negotiation and compromise.</p> <p>Loss and change can cause a range of emotions.</p> <p>Grief is the process people go through when someone close to them dies.</p>	<p>2 Understand how to manage emotions effectively.</p>
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Know I can learn from my mistakes.								
Know some strategies to calm down.								

Stat guidance alignment
 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
 How important friendships are in making us feel happy and secure, and how people choose and make friends.
 The importance of self-respect and how this links to their own happiness
 How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Knowledge Understand that different people like different things.</p> <p>Understand that all people are valuable.</p>	<p>3.Show an understanding of the feelings of others.</p>	<p>Knowledge Know that it is called stereotyping when people think of things as being for 'boys' or 'girls'</p>	<p>Exploring the conventions of manners in numerous situations.</p> <p>Knowledge Understand what good manners are.</p> <p>Understand some stereotypes related to jobs.</p>	<p>Exploring the negative impact of stereotyping.</p> <p>Knowledge There are similarities and differences between people.</p>	<p>Knowledge Some stereotypes relate to disability.</p> <p>The courtesy and manners expected in different scenarios.</p>	<p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Knowledge Stereotypes can be unfair, negative and destructive.</p> <p>Discrimination is the unfair treatment of groups, especially on the grounds of race, age, sex or disability.</p>	<p>Identifying ways to challenge stereotypes.</p> <p>Discussing ways to discuss prejudice and discrimination.</p> <p>Exploring how the media might influence our identity.</p> <p>Knowledge Stereotypes can lead to bullying and discrimination</p> <p>Prejudice is making assumptions based on certain information.</p> <p>Discrimination is treating someone differently because of certain factors.</p> <p>Identity is the way we see ourselves and how other people see us.</p>	<p>3 Understand deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.</p>
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Stat guidance alignment
 That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
 The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
 What a stereotype is, and how stereotypes can be unfair, negative or destructive
 The conventions of courtesy and manners

		<p>Knowledge Know the names of parts of my body including my private parts.</p>		<p>Discussing physical and emotional changes during puberty.</p> <p>Knowledge Understanding the physical changes to both male and female</p>	<p>Identifying reliable sources of help with puberty.</p> <p>Knowledge Process of the menstrual cycle.</p> <p>Names of external sexual parts of the</p>	<p>Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Knowledge How a baby is conceived and develops.</p>	<p>4 Understand how bodies change through puberty and into adulthood.</p>
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			bodies as people grow from children to adults.	body and internal reproductive organs. Puberty happens at different ages for different people.		
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Stat guidance alignment
 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
 about menstrual wellbeing including the key facts about the menstrual cycle.

<p>Discussing ways that we can take care of ourselves.</p> <p>Exploring how exercise affects different parts of the body</p> <p>Exploring coping strategies to regulate emotions.</p> <p>Knowledge Know that having a naturally colourful diet is one way to try and eat healthily.</p> <p>Know that exercise means moving our body and is important.</p>	<p>5. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Learning how to wash hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Knowledge Understand we can limit the spread of germs by having good hand hygiene.</p> <p>Know the 5 s's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>Know certain foods and other things can cause allergic reactions in people.</p> <p>Know sleep helps my body to repair itself, to grow and restores my energy.</p>	<p>Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring the benefit of a healthy balanced diet.</p> <p>Analysing how to improve an unbalanced meal.</p> <p>Exploring the need for perseverance and beginning to develop a growth mindset.</p> <p>Knowledge Know that foods and drinks with lots of sugar are bad for my teeth.</p> <p>Keeping healthy requires a balance of foods.</p> <p>Growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Exploring the importance of looking after our teeth.</p> <p>Developing ability to plan for a healthy lifestyle with physical activity, balanced diet and rest.</p> <p>Be able to breakdown a problem into smaller parts to overcome it.</p> <p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p> <p>Knowledge Understand ways to prevent tooth decay.</p> <p>Know the different food groups and how much of each we should have to balance our diet.</p> <p>Understand the importance of belonging.</p> <p>Understand what a barrier is and how these can be overcome.</p> <p>Understand other people can influence our choices.</p>	<p>Developing independence in looking after my teeth.</p> <p>Explore ways we can make ourselves feel happy/ier</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions knowing I can control some things but not others.</p> <p>Developing a growth mindset.</p> <p>Discussing the benefits of being a non-smoker.</p> <p>Knowledge Know key facts about dental health.</p> <p>Mental health refers to our emotional wellbeing.</p> <p>Know who can help if we are worried about our own or another's mental health.</p> <p>Understand the risks associated with tobacco.</p>	<p>Developing independence for protecting myself in the sun.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for own feelings.</p> <p>Knowledge The risks of sun exposure.</p> <p>Calories measure the amount of energy foods give us.</p> <p>What we do before bed affects our quality of sleep.</p>	<p>Discussing ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Developing strategies for being resilient in challenging situations.</p> <p>Discussing the reasons why adults may or may not drink alcohol.</p> <p>Knowledge Vaccinations give us protection against disease.</p> <p>Changes in the body could be signs of illness.</p> <p>Diet, exercise, rest and dental health contribute to my physical health.</p> <p>The impact technology can have on mental health.</p> <p>Risks associated with drinking alcohol.</p>	<p>5 Able to justify how lifestyle choices can have a dramatic effect on health and wellbeing.</p>
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Stat guidance alignment

that mental wellbeing is a normal part of daily life, in the same way as physical health.
 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
 the characteristics and mental and physical benefits of an active lifestyle.
 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
 the risks associated with an inactive lifestyle (including obesity).
 what constitutes a healthy diet (including understanding calories and other nutritional content).
 the principles of planning and preparing a range of healthy meals.
 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
 the facts and science relating to allergies, immunisation and vaccination
 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

<p>Exploring what it means to be a safe pedestrian.</p> <p>Knowledge Know how to behave safely on the pavement and when crossing roads with adults.</p>	<p>6. Take responsibility for their own safe behaviour when walking down the street.</p>	<p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p> <p>Exploring how money is used by people.</p> <p>Exploring choices people make about money.</p> <p>Knowledge Know some types of physical contact are never appropriate.</p> <p>Know some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>Know an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>Know the emergency services are the police, fire</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p> <p>Identify if something is a want or a need.</p> <p>Comparing and contrasting wants and needs.</p> <p>Knowledge Know the PANTS rule.</p> <p>Know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Understand the difference between secrets and surprises.</p>	<p>Exploring ways to respond the cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Contemplating budget benefits.</p> <p>Planning and calculating within a budget.</p> <p>Knowledge Understand cyberbullying is bullying which takes place online.</p> <p>Know the rules for being safe near roads.</p> <p>The importance of maintaining the safety</p>	<p>Exploring physical and emotional boundaries in friendships.</p> <p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefit and risks of sharing information online.</p> <p>Recognising the values for money.</p> <p>Understanding differing views on spending.</p> <p>Exploring how to safeguard money effectively.</p> <p>Knowledge Different roles related to bullying: bully, bystander, victim.</p> <p>Everyone has the right to decide what happens to their body.</p>	<p>Identify ways families might make children feel unhappy or unsafe.</p> <p>Exploring the impact bullying can have.</p> <p>Ensuring relationships online are safe.</p> <p>How to help someone who is bleeding.</p> <p>Discussing money risks and management.</p> <p>Implementing money safeguarding strategies.</p> <p>Knowledge Childline can be called if I have a problem.</p> <p>Understand what might lead to someone bullying others.</p> <p>What action a bystander can take when they see bullying.</p> <p>Steps to take before sending a message online (THINK).</p>	<p>Discussing how and why respect is an important part of relationships.</p> <p>Exploring online relationships including dealing with problems.</p> <p>Placing an unresponsive patient into the recovery position.</p> <p>Knowledge Online relationships should be treated the same as face-to-face relationships.</p> <p>Know where to get help for online problems.</p> <p>How to conduct a primary survey (DRSABC)</p>	<p>6 Understand how to manage and keep myself safe and others in the world, including online.</p>
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		<p>service and ambulance service.</p> <p>Know people use money to buy things.</p> <p>Know coins and notes are different values of money.</p> <p>Know that notes are higher in value than coins.</p>	<p>Know medicine can help us when we are ill.</p> <p>We should only take medicine when a trusted adult says we can.</p> <p>Know basic needs of survival, such as food, water and shelter.</p> <p>Know that saving money is when we keep some and don't spend it straight away.</p>	<p>of myself and others before giving first aid.</p> <p>Spending should be based on necessity, importance and availability.</p> <p>Budgeting is planning how to spend and save the money available.</p>	<p>Understand that there are risks to sharing things online.</p> <p>Know the difference between private and public.</p> <p>Purchases can be influenced by needs, wants, peer pressure and advertising.</p>	<p>Different risks online.</p> <p>How to assess a casualty's condition.</p> <p>The importance of cautiousness around financial information .</p>		
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Stat guidance alignment

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

That people sometimes behave differently online, including by pretending to be someone they are not.

That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

How information and data is shared and used online.

About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

how to report concerns or abuse, and the vocabulary and confidence needed to do so.

where to get advice e.g. family, school and/or other sources.

that for most people the internet is an integral part of life and has many benefits.

about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

why social media, some computer games and online gaming, for example, are age restricted.

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

where and how to report concerns and get support with issues online.

how and when to seek support including which adults to speak to in school if they are worried about their health.

concepts of basic first-aid, for example dealing with common injuries, including head injuries

how to make a clear and efficient call to emergency services if necessary

<p>Considering why it is important to follow rules.</p> <p>Beginning to understand why rules are important in school.</p> <p>Knowledge Know that some rules are in place to keep them safe.</p> <p>Know we have rules to keep</p>	<p>7.Explain the reason for rules, know right from wrong, and try to behave accordingly.</p>	<p>Recognising why rules are necessary.</p> <p>Exploring the differences between people.</p> <p>Knowledge Know the rules in school.</p> <p>Understand that all people are different.</p>	<p>Explaining why rules are in place.</p> <p>Knowledge Know some of the different places where rules apply.</p> <p>Know some rules are meant to be followed by everyone and are known as 'laws'.</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Knowledge Understand the UN Convention on the Rights of the Child.</p> <p>Know the local council is responsible for</p>	<p>Discussing how we can help protect human rights.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p> <p>Knowledge Human rights are specific and apply to all people.</p>	<p>Developing an understanding of how parliament and government work.</p> <p>Knowledge What happens when someone breaks the law.</p> <p>Parliament is made up of House of Commons, Lords and the Monarchs.</p> <p>Parliament is where MPs debate issues, propose laws, amend</p>	<p>Discussing how people can influence what happens in parliament.</p> <p>Discussing how education and other human rights protect us.</p> <p>Knowledge Education is an important human right.</p> <p>The Prime Minister appoints 'ministers' who have responsibility for</p>	<p>7 Apply knowledge gained to becoming a positive role model and global citizen</p>
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<p>things fair, safe and enjoyable.</p> <p>Understand we all have similarities and differences that make us special.</p> <p>Know we all have different beliefs and celebrate special times in different ways.</p>				<p>looking after the local area.</p> <p>Know elections are held near where adults can vote for local councillors.</p> <p>Understand the role of charities in the community.</p>	<p>Police, judges and politicians protect our human rights.</p> <p>There are a number of groups who make up our local community.</p>	<p>laws and challenge the government.</p>	<p>different areas of the country.</p>	
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Stat guidance alignment
 Recognise reasons for rules and laws and consequences for not adhering to these.
 Recognise human rights are there to protect everyone.
 Carrying out shared responsibilities to help the environment.
 Different groups that make up a community and what community means.
 The relationship between rights and responsibilities.
 Value the contributions that other groups make to the community.
 The benefit and value of living in a diverse community.