

Tillington Manor Primary School  
Curriculum Progression Map  
**Subject: PSHE**

NC Strand	Pupils should be taught:
<b>Relationships</b>	<ol style="list-style-type: none"> <li>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</li> <li>2. How to recognise and manage emotions within a range of relationships.</li> <li>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</li> <li>4. How to respond to risky or negative relationships and ask for help.</li> <li>5. How to respect equality and diversity in relationships.</li> </ol>
<b>Health and Well Being</b>	<ol style="list-style-type: none"> <li>1. What is meant by a healthy lifestyle</li> <li>2. How to maintain physical, mental and emotional health and wellbeing</li> <li>3. How to manage risks to physical and emotional health and wellbeing</li> <li>4. Ways of keeping physically and emotionally safe.</li> <li>5. About managing change, including puberty, transition and loss</li> <li>6. How to make informed choices about health and wellbeing and to recognise sources of help with this</li> </ol>
<b>Living in the Wider World</b>	<ol style="list-style-type: none"> <li>1. About respect for self and others and the importance of responsible behaviours and actions</li> <li>2. About rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. About different groups and communities</li> <li>4. To respect equality and to be a productive member of a diverse community</li> <li>5. About the importance of respecting and protecting the environment</li> <li>6. About where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. How money plays an important part in people's lives</li> <li>8. A basic understanding of enterprise.</li> </ol>

Topics - Each year group will be following the Jigsaw scheme of learning and the following puzzle themes detailed below.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

**EYFS/KS1**

NC Strand	EYFS	Y1	Challenge	Y2	Challenge
Relationships	<p>PSSED - MR - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>Chn can name a wide range of feelings they see in themselves and others around them.</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals .</p>	<p>Chn can explain their views and opinions.</p>
Health and Well Being	<p>PD - HSC - Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG)</p>	<p>Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.</p>	<p>Chn can label a variety of different body parts. Chn can show how they grow and develop overtime.</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p>	<p>Chn can explain what healthy means to them and give examples of this.</p>
Living in the wider world	<p>PSSED - MFB - Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. (ELG)</p>	<p>Children can explain different ways that family and friends should care for one another.</p>	<p>Chn can give examples of ow they have cared for family and friends.</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>Chn can identify possible cases of bullying and report this appropriately. Chn can talk about how they are the same/different</p>

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**KS2**

NC Strand	Y3	Ch	Y4	Ch	Y5	Ch	Y6	Ch
Relationships	Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	Chn express their views and show respect for others through possible class debates etc	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	Chn show they can deal with friendship problems appropriately during playtimes, lunchtimes, in the classroom etc.	They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	Chn show an active and resilient approach when tackling new challenges.	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.	Chn show an active and resilient approach when tackling new challenges.
Health and Well Being	Children can make choices about how to develop healthy Lifestyles.	Chn show that they can apply this knowledge and make healthy choices within school ie. Snacks, lunchtime etc.	They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them.	Chn can explain the risks involved with particular substances and drugs.	They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.	Chn can develop their own simple risk assessments linked to a variety of familiar situations.	They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.	Chn can explain the risks involved with particular substances and drugs.
Living in the wider world	Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds	Chn can identify possible cases of bullying and report this appropriately. Chn to look after and develop the garden area within school.	They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).	Chn can identify possible cases of bullying and report this appropriately.	Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.	Chn can explain what stereotyping is and give examples of this.	They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.	Chn can explain why different people may have different beliefs and values. Chn show their respect to people different from themselves through how they behave within and outside of school.