



Priory Junior School

Progression Map for PSHE

	Year 3	Year 4	Year 5	Year 6
Myself and My Relationships	<p>Beginning & Belonging</p> <ul style="list-style-type: none"> -To contribute ideas to discussions about ground rules for the class, and to start to help build cooperative relationships with their peers. -To identify emotions that they or someone else might feel in a new situation, and know some ways to help someone who is new to the class and the school. -Identify people at home, at school and in other contexts of their lives to include in their support networks. -Know how they can access support and some ways they can help other people. 	<p>Family and Friends</p> <ul style="list-style-type: none"> -To describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends. - To understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships. - To identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation. - To identify special people in their support networks, and know from whom and how to access support. - To recognise that people live in different family pattern. 	<p>Beginning & Belonging</p> <ul style="list-style-type: none"> -To collaborate successfully with other children and sometimes lead small group discussions to develop strategies and approaches to make the classroom a safe and happy place to learn. -To know the names of everyone in their class and be able to build new relationships and support others to be able to do so. -To know how it feels to be in a new situation in a wide range of different contexts, and have strategies for managing those emotions. -To identify a range of people in their Support Networks, and know how to access help and support in different ways, depending on the source of support. - To create a list of ideas for making new people feel welcome, and be confident at offering support to others who need help. 	<p>Family and Friends</p> <ul style="list-style-type: none"> -To recognise how their networks of special people are developing, and what they can do to influence that. -To be confident in building new relationships and maintaining existing ones, and be able to support others to do the same. -To value difference within relationships, and be able to express the benefits of diversity within friendships. -To understand the role that groups play in relationships, and the positive role that they can play in managing group relationships. -To know how to get support from people they trust, and how they can support a range of other people in different contexts

	<p>Managing Change</p> <ul style="list-style-type: none"> -To identify changes that they and other children may experience in their lives. -To name emotions that may be involved in loss and change situations, and have some strategies for coping with them. -To know what helps or hinders when they are experiencing difficult emotions. - To understand how someone who experiences bereavement might feel. - To know who they can talk to if they are experiencing difficult emotions, and how to ask for help. -To be able to plan to make a chosen change happen. 	<p>My Emotions</p> <ul style="list-style-type: none"> -To recognise and communicate how they are feeling. - To recognise and describe feelings in others, using non-verbal as well as spoken cues. - To have developed some strategies to deal with their own strong emotions and with feeling overwhelmed. - To know that there is a link between thoughts, feelings and behaviour. - To understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive. - To have developed some understanding of the 'fight or flight' response and how this can affect behaviour. -To begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem. - To know what it feels and looks like to be assertive and when it might be appropriate 	<p>My Emotions</p> <ul style="list-style-type: none"> -be able to recognise and communicate how they are feeling, including how strong that feeling is and whether it is comfortable or uncomfortable. -To recognise and describe feelings in others and have ideas for how to respond sensitively. - To use a wide range of strategies to help them manage difficult emotions, including feeling overwhelmed, and help others to do this too. - To understand that how they feel can affect how they approach relationships and tackle tasks, including learning, and be confident in some strategies for regaining a positive frame of mind where this is helpful. - To use a simple problem solving process, sometimes without support, and have some strategies to calm themselves down to be ready to solve a problem. • know what it feels and looks like to be assertive and to be able to explain when being assertive might be appropriate. 	<p>Managing Change</p> <ul style="list-style-type: none"> -To identify a wide range of situations, from their own and others' experience, which involve loss and change. - To recognise emotions associated with loss and change, and understand how feelings can change and overlap. - To be confident at identifying what might help when experiencing difficult emotions, and to support others to do the same. -To be confident at knowing how to access support differently in a range of situations, and be able to describe and demonstrate ways they can support their peers. -To reflect on their experiences of change, and describe some ways they have been affected by and have learned from them. -To have developed strategies for coping with a range of future changes, including transition to secondary school
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<p style="text-align: center;">Healthy and Safer Lifestyles</p>	<p>Managing safety and risk.</p> <ul style="list-style-type: none"> -to give an example of a physical, a social and an emotional risk. -to give an example of how their friends might affect their decisions about risky situations. -to name some emotions they might feel in a risky situation and how these might affect their body. -to explain a strategy they could use for decision making in risky situations. -to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents. -to name some people they could ask for help in a risky situation. - to recognise an emergency and suggest suitable action. 	<p>Personal Safety</p> <ul style="list-style-type: none"> -to contribute to discussions and listen to other view points about personal safety and take an active part in class activities including using assertive voice and body language - to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling. -to explain what their 'sixth sense' is and how this contributes to assessing different levels of risk. -to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Network of Support -to identify and name body parts, including the sexual parts. 	<p>Drug Education</p> <ul style="list-style-type: none"> -to categorise drugs as medical, non-medical, legal and illegal. -understand the possible physical and psychological effects of drugs -distinguish between the reality of drug use and media representations. -understand some of the laws relating to drugs. -to identify risk and risk management strategies and know where they can get support. -to recognise influence and pressure and have related this to peers and the media. -find sources of reliable and accurate information 	<p>Personal Safety</p> <ul style="list-style-type: none"> -to contribute to discussions about personal safety by listening to other view points and looking beneath the surface. -be able to review trusted adults on their Network of Support. - to define honesty and take part in exploring dilemmas involving honesty and dishonesty. -to define what risk and peer group pressure are and how to respond to them using safety planning. - be able to contribute to discussions around problem solving. - be able to identify touches which break personal boundaries, both theirs and others and understand that no-one should touch the intimate parts of their bodies.
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	<p>Healthy Lifestyles.</p> <ul style="list-style-type: none"> -to know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle. - to know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. - to understand some of the reasons people sometimes make unhealthy choices. - to be able to talk about some of the physical and mental benefits of exercise. - to know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others. -to be able to state some of the influences on food choices and some of the persuasive methods used in advertising. -to understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals. -to be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks. - to know why dental hygiene is important and how they can look after their teeth. 	<p>E-Safety-Me and My Online Identity</p> <ul style="list-style-type: none"> -describe some risky situations they might face and say what they can do to feel as safe as possible -describe their current online activity and identify the risks involved in their own use of technology -recognise when they feel uncomfortable when they see or hear something online, and know how to access help - know, understand and be able to apply the SMART rules for keeping safe online -communicate rules and strategies for keeping safe online to others 		<p>E-Safety-Me and My Online Identity</p> <ul style="list-style-type: none"> -state some reasons why it is important to be careful about what they share online and give some examples of the risks involved -explain some ways of ensuring an online profile is as safe as possible, and review their own online profiles - know how to create and maintain a safe password - be able to explain the difference between personal and private information, giving examples, and know that private information should not be shared -suggest some strategies which they can use if they see or hear something online which makes them feel uncomfortable
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	<p>Sex and Relationships Education</p> <ul style="list-style-type: none"> -to be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. - to use the scientific terms for sexual body parts and know which parts are male and which are female. -to give several examples of the capabilities of their own bodies. -to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things. -to look forward to new areas of responsibility for their personal hygiene. -to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness. 	<p>Sex and Relationships Education</p> <ul style="list-style-type: none"> -to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. -to explain ideas about being grown up and show they have a relatively realistic view of adulthood. -to identify an area for which they can take more responsibility. - to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself. 	<p>Sex and Relationships Education</p> <ul style="list-style-type: none"> -know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. •-understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently. -have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others. - understand the importance of washing regularly and of maintaining other hygiene routines during puberty. -understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV. 	<p>Sex and Relationships Education</p> <ul style="list-style-type: none"> -to describe the main stages of how a baby is made, using some scientific vocabulary. - to describe some emotions associated with the onset of puberty and have strategies to deal with these positively. -understand that puberty affects people in different ways both physically and emotionally. - understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. -describe some characteristics of a loving trusting relationship. - understand some basic reasons why a couple might choose to have children. - show awareness of some family arrangements which are different from theirs.
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<p>Economic Well being</p>			<p>Financial Capability</p> <ul style="list-style-type: none"> -have a broad view of what money is, including history, trade and currencies. -understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community. -know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture. -understand how our choices can have an impact on the local and wider communities. - understand that managing money is complex and may involve risk but there are people who can help. - have a broad view of what we mean by poverty and know something of its links with trade and charities. - understand that feelings around money can be complex, difficult and changeable. - be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget 	
<p>Citizenship</p>	<p>Working Together</p> <ul style="list-style-type: none"> -to identify their own strengths and skills and those of others. -to identify skills they would like to develop. - take part in a class learning challenge. -to know how to show they are listening using their body, 	<p>Rights, Rules and Responsibilities</p> <ul style="list-style-type: none"> - to explain the difference between wants and needs. -to explain why rights are important. -to explain that rights come with responsibilities and explain how these responsibilities affect their actions. 	<p>Diversity and Communities</p> <ul style="list-style-type: none"> - to recognise aspects of their identity and understand how other people can influence their perception of themselves. -to describe the ethnic make up of their community and different groups that live in Britain. -to recognise the negative effects of stereotyping and prejudice. 	

	<p>express opinions confidently and ask open questions.</p> <ul style="list-style-type: none"> -to be able to work as a group to make decisions and solve a problem. -to know how different people can contribute to a group task. -to be able to persevere at a task. -to be able to evaluate a group task, including giving and receiving feedback. 	<ul style="list-style-type: none"> - to explain why rules are needed and be able to identify those which are necessary and useful. - to participate in making class ground rules and show or explain what following the rules looks like. - suggest different ways of making a decision and ways they can influence decision making in school. - be able to describe what a representative does. <ul style="list-style-type: none"> - take part in simple debating and voting. 	<ul style="list-style-type: none"> -to know about how they and others, including volunteers, contribute to the community. -to understand about the role of the media and its possible influences. -to understand some ways of caring for the environment and the contribution they can make. 	
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