| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <u>Subject:</u> PSHE | | | | | | | |
| Managing Self | My feelings Explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions Taking on challenges children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show | | | | | | |
| | resilience and | | | | | | |

| | perseverance in the face of challenge. Listening and following instructions Learning why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one. | | | Jenoch rogression iv | | | |
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| Citizenship | | The importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy | Rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion. | Children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy | Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government | The justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community | Human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy |
| Families and relationships | Exploring why families and special people are valuable, understand why it is important to share | Exploring how families can be different, the characteristics and impact of positive friendships; learning | Learning that families are composed of different people who offer each other care and | Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. | Learning that families are varied and differences must be respected; understanding physical and | Developing an understanding of families, including marriage and what to do if someone feels unsafe in their | Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that |

| | LOSTOCK Hall Filmary School Frogression Map | | | | | | | | |
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| | and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences. Learning how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another. | that issues can be overcome, people show feelings differently and that stereotyping is unfair | support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect. | Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist | emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement | family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes. | everyone deserves to be respected and about grief | | |
| Safety and the changing body | | How to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost | Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from | Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about | Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age | Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome | Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated | | |

| | | and how to call the emergency services; identifying: hazards in the | surprises; naming body parts and looking at the concept of | choices and influence | restrictions; exploring the physical and emotional changes | potential dangers and how to administer first aid to someone who is | with alcohol and how to administer first aid to someone who is choking or |
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| | | home and people in the community who keep us safe | privacy. | | in puberty; the risks associated with tobacco; knowing how to help someone with asthma | bleeding. | unresponsive. |
| Economic wellbeing | | Learning about a range of money and bank functions including cash safety, spending, saving and jobs. | Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments. | Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything. | Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices. | Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers. | Exploring choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers. |
| Health and wellbeing | Learning how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves. | Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, | Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset | Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by | Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming | Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation | Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging |

| people in the | and understanding | breaking them down | and relaxing | situations and |
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| community who | dental hygiene | into achievable | activities; | planning for long- |
| keep us healthy | | steps. | developing | term goals |
| | | | independence in | |
| | | | dental hygiene | |
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