



## St James the Great PSHE Progression Map



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>WIDER WORLD Online</b>	<p>To understand when and how to seek support when watching videos online (Using thinkuknow.com).</p> <p>To agree class and online rules.</p>	<p>To understand online safety in regard to gaming(<i>Using thinkuknow.com</i>)</p> <p>To understand how rules help them when online.</p>	<p>To explore online safety (using internet legends-Be internet sharp and <i>Be internet alert</i>).</p> <p>To understand how to be responsible when online.</p> <p>To explore and critique how the media present information.</p>	<p>To explore on-line safety (using internet legends-Be internet secure and <i>Be internet Kind</i>).</p> <p>To critically examine what is presented to them in social media.</p>	<p>To explore on-line safety( using internet legends- BE internet sharp -Think before you share and <i>Check it's for Real</i>).</p> <p>To understand why it is important to critically examine information on the internet and how it can mislead eg adverts/ reviews/ images.</p>	<p>To explore on-line safety (using internet legends-Be internet kind-Respect each other and <i>Be internet secure- Protect your stuff</i>).</p> <p>To understand illegal forms of sharing content online. To recognise hate speech online.</p>
<b>WIDER WORLD Financial Education</b>	<p>To understand the important role money plays in our lives-(WHERE MY MONEY COMES FROM).</p> <p>To role-play simple financial transactions. To learn about becoming a critical consumer( NEEDS and WANTS).</p> <p>To manage risks and emotions associated with money( LOOKING AFTER MY MONEY)</p>	<p><i>To learn about becoming a critical consumer: (HOW MONEY DEVELOPED)</i></p> <p>To consider choices regarding saving and spending (LOOKING AFTER MY MONEY).</p> <p>To understand how to manage money: (KEEPING TRACK OF MONEY)</p>	<p>To learn about becoming a critical consumer: (How to make DECISIONS ABOUT SAVING AND SPENDING/ PRIORITIES)</p> <p>To explore USING ACCOUNTS TO KEEP MONEY SAFE AND SAVING</p>	<p>To understand the important role money plays in our lives (EARNING MONEY; HELPING OTHERS)</p> <p>To understand how to manage money: (KEEPING RECORDS and WAYS TO PAY).</p> <p>To manage risks and emotions associated with money (LENDING &amp; BORROWING)</p>	<p><i>To run a simple marketing project in teams</i></p> <p>To learn about becoming a critical consumer: (INFLUENCES ON SAVING AND SPENDING; VALUE FOR MONEY)</p> <p>To understand how to manage money: (FOREIGN CURRENCY; SIMPLE FINANCIAL RECORDS)</p> <p>To manage risks and emotions associated with money: (SAVING AND BORROWING)</p>	<p>To understand the important role money plays in our lives (LINKS BETWEEN WORK AND MONEY; WIDER COMMUNITIES)</p> <p><i>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</i></p> <p>To manage risks and emotions associated with money: (PROTECTING MY MONEY)</p>



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<p><b>WIDER WORLD</b> <b>Community &amp; Citizenship</b></p>	<p>Rights and responsibilities To understand that people &amp; living things have rights. To recognise their responsibilities at home. The environment To understand what harms &amp; improves the local environment.</p> <p>Citizenship &amp; British values – Community To understand that people have varying opinions and views.</p>	<p>Rights and responsibilities To understand that everyone has a responsibility to protect the rights of people &amp; living things. To recognise their responsibilities at school.</p> <p>The environment To know what harms &amp; improves the natural environment. To develop strategies to care for the natural environment.</p>	<p>Rights and responsibilities To identify key human rights observed in most countries. To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and in the environment</p> <p>Community To learn what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>Citizenship &amp; British values: Democracy To learn: •why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • about school and local democracy</p>	<p>Rights and responsibilities To understand that children have their own special rights in the UN Declaration. To recognise their responsibilities for their community.</p> <p>Democracy To know why and how rules protect them, are made &amp; enforced, including online.</p>	<p>Rights and responsibilities To exercise their responsibilities to protect the local environment. Stereotypes To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex etc. Diversity To learn about the lives of people living in other places, and people with different Values and customs</p> <p><i>Children should be taught to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Children should: - be aware of the need to challenge stereotypes</i></p> <p>Democracy To learn about how local democracy works</p>	<p>Rights and responsibilities To understand human rights are there to protect everyone and have primacy over national laws. To understand that there are some cultural practices eg FGM which are against British law &amp; human rights.</p> <p>To exercise their responsibilities to contribute to the local community</p> <p>Democracy and decisions Citizenship &amp; British values To learn about government and parliament. Children should: <i>show understanding via letter writing.</i></p>
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<p><b>HEALTH &amp; WELLBEING</b></p> <p><b>Emotional wellbeing</b></p>	<p><b>Awareness of feelings</b> To learn how to tell how people are feeling</p> <p>Children should: <i>-Be able to show some self-awareness</i></p> <p>Children should: <i>-be able to talk about good and not so good feelings</i> <i>-begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings</i></p> <p><b>mental health</b> Name a range of feelings and identify when they experience them. loss, change, bereavement Identify the feelings associated with losing toys, moving house and changing class. Transition Ask questions about their next teacher/classroom.</p>	<p>Transition To identify things that will change and things that will stay the same when they change class.</p> <p><b>Feelings</b> To identify the feelings associated with losing pets, losing friends and changing class/key stage.</p> <p><b>mental health</b> To know how to judge if feeling is appropriate/proportionate. Know how to get help.</p>	<p><b>Emotions and feelings</b> To learn:</p> <ul style="list-style-type: none"> <li>• how to deal with feelings, how to cope with pressure</li> <li>• what positively and negatively affects their physical, mental and emotional health (including the media)</li> </ul> <p>Children should: <i>-know who they can talk to if they are beginning to feel pressured</i></p> <p><b>Feeling sad and making choices</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• that people's bodies and feelings can be hurt</li> </ul> <p><i>-to be able to write about feelings</i></p> <p><b>mental health</b> Identify connection between physical health and mental health. loss, change, bereavement Identify the feelings associated with transition, changing class/key stage. Transition Identify things they are looking forward to next</p>	<p><b>Strong feelings</b> To learn: about strong feelings and mood swings Children should: <i>express these feelings in writing</i></p> <p><b>mental health</b> Identify positive and negative factors that influence mental health. Identify self-care strategies people use to improve mental health. loss, change, bereavement Identify the feelings associated with separation, divorces and changing class. Transition Understand that everyone feels a range of emotions during transitional points. Identify who they can talk to about any worries they have.</p>	<p>Transition To identify the bigger changes that will happen over the next year.</p> <p><b>Feelings</b> To identify the feelings associated with bereavement and changing class.</p> <p><b>mental health</b> To understand that isolation and loneliness can affect mental health &amp; know who to talk to.</p>	<p><b>Transition</b> To learn about change, including transitions (between Key Stages and schools), loss, separation and divorce</p> <p><b>Feelings</b> Identify the feelings associated with changing school. Identify how to deal with these feelings.</p> <p>Children should: <i>-be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc – in reference possibly to 'grooming'; cyber bullying; gang culture, sexting and Child Sexual Exploitation (CSE)</i> <i>-have a range of coping strategies</i></p> <p><b>Self confidence – valuing others</b> To learn about taking on more personal responsibility</p> <p><b>mental health</b> Recognise mental ill health is common and can be resolved if help sought early enough.</p>



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<p><b>HEALTH &amp; WELLBEING</b> <b>Physical wellbeing</b></p>	<p><b>Healthy and safe</b> Children will learn: how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others</p> <p>Children should: <i>-know how to keep themselves clean and how to brush their teeth effectively</i></p> <p><b>Feeling unsure</b> <b>Healthy and safe</b> Children will learn: that household products, including medicines, can be harmful if not used properly</p>	<p><b>Healthy eating</b> Children will learn: about what food is healthy and that too much or too little food can be unhealthy</p> <p>Children should: <i>use their learning to plan a healthy lunchbox</i></p> <p>Children will learn: • more about parts of the body and how the body works</p> <p>Children should: <i>-be able to show understanding of key bodily functions</i></p> <p>Children will: • learn about exercise and what makes places healthy • begin to learn how to make real, informed choices that improve their physical and emotional health</p> <p><b>Healthy people</b> Children will learn: • About what healthy people do. This should include learning about</p>	<p>year and any worries they have.</p> <p><b>Accidents and prevention</b> Children will learn: about outdoor places and how to behave responsibly</p> <p>Children will learn: school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>Children will learn: • about risks they may face • that bacteria and viruses can affect health and that following simple routines can reduce the spread of harmful bacteria</p> <p>Children should: <i>-be able to describe what risk is and how this may affect decisions</i></p>	<p><b>Healthy eating</b> <b>Healthy and safe</b> Children will learn: • about what food is healthy and why • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p>Children will learn: about the impact of smoking and passive smoking and laws to prevent smoking</p> <p><b>Me in the Wider World</b> Children should: deepen their understanding of risk by recognising and assessing risks in different situations and deciding how to manage them responsibly ( road use, local environment, online risks of social media including YouTube channels) and to use this as an opportunity to build resilience</p>	<p><b>Healthy lifestyles</b> Drug and alcohol education</p> <p>Children will learn: • about how their own lifestyle contributes to health • what is meant by the term ‘habit’ and why habits can be hard to change • about taking care of their body, understanding that they have autonomy and right to protect their body from inappropriate and unwanted contact</p> <p><b>Drug education (CWP)</b> Children will learn: which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p><b>Drug education</b></p>	<p>Identify positive and negative influences on food choices, including adverts, social media. Recognise what stops people exercising and make plans for free time during holidays.</p>



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		<p>the benefits of rest and exercise.</p> <p>Children should:  <i>-be able to describe the components of a healthy day</i></p>			<p>Children will learn:          how to make safe decisions</p>	
<b>RELATIONSHIPS</b>	<p><u>Healthy relationships</u>  <b>Who are our friends?</b>          To learn:</p> <ul style="list-style-type: none"> <li>• about different types of friends , including grown-ups</li> <li>• the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> </ul> <p><i>--know how to get help if someone asks them to keep a secret that does not feel good</i></p>	<p><b>Same and different</b>          Children will learn:          about truth and lies</p> <p>Children should:  <i>-be able to show what constitutes a good friend</i>  <i>-recognise what is fair and unfair, kind &amp; unkind</i></p> <p><b>Coping with conflict</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• more about teasing &amp; bullying</li> <li>• how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul>	<p><b>Healthy relationships</b>          Children will learn:          what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>Children should:  <i>recognise ways in which a relationship can be unhealthy and who to talk to if they need support</i></p> <p>Children should:  <i>-be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</i></p>	<p><b>Persuasion and pressure</b>          Children will learn:</p> <ul style="list-style-type: none"> <li>• that their actions affect themselves and others</li> <li>• about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> </ul> <p>Children should:  <i>-be able to judge what kind of physical contact is acceptable or unacceptable and how to respond</i>  <i>-be able to demonstrate some basic techniques for resisting pressure &amp; exclusion/inclusion</i></p>	<p><b>Relationships</b>          Children will learn:</p> <ul style="list-style-type: none"> <li>• more about a range of issues that can affect families</li> <li>• about change, including transitions loss, separation, divorce and bereavement</li> </ul> <p>Children will learn:          about bullying</p>	<p><b>Conflict resolution</b>          Children will learn:</p> <ul style="list-style-type: none"> <li>• about how to deal with conflicts as they arise</li> </ul> <p>Children should:  <i>-be able to suggest strategies for handling conflict</i>  <i>-be able to recognise and manage 'dares'</i>  <i>-be able to recognise how "peer acceptance" may be influential in their actions and behaviours</i>  <i>-this may include exploring resisting gang culture and knife carrying</i></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• about handling moral dilemmas and when to tell</li> </ul>