

PSHE Progression Map Year B (2023-2024)

<u>Rights and responsibilities</u>	<u>Healthy lifestyles</u>	<u>Keeping safe</u>
<p><u>KS1</u></p> <ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about groups and communities that they belong to • about the people who work in their community • how to get their help, including in an emergency <p><u>LKS2</u></p> <ul style="list-style-type: none"> • to discuss and debate issues concerning health and wellbeing • to appreciate difference and diversity (people living in the UK) • about the values and customs of people around the world <p><u>UKS2</u></p> <ul style="list-style-type: none"> • to research, discuss and debate to discuss and debate issues concerning health and wellbeing • about the importance of human rights (and the Rights of the Child) 	<p><u>KS1</u></p> <ul style="list-style-type: none"> • about making healthy choices • about different kinds of feelings • simple strategies to manage feelings <p><u>LKS2</u></p> <ul style="list-style-type: none"> • about what makes a 'balanced lifestyle' • about making choices in relation to health • about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • how the spread of infection can be prevented <p><u>UKS2</u></p> <ul style="list-style-type: none"> • how images in the media can distort reality • that this can affect how people feel about themselves • about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco) 	<p><u>KS1</u></p> <ul style="list-style-type: none"> • about rules for keeping safe (in familiar and unfamiliar situations) • how to ask for help if they are worried about something • about privacy in different contexts <p><u>LKS2</u></p> <ul style="list-style-type: none"> • about keeping safe in the local environment • about keeping safe online <p><u>UKS2</u></p> <ul style="list-style-type: none"> • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about the right they have to protect their body • that female genital mutilation (FGM) is physical abuse and is illegal • about the importance of speaking out about FGM

<ul style="list-style-type: none"> • about the UN declaration on the Rights of the Child • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others • about what it means to be a part of a community • about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups • to be critical of what they see and read in the media • to critically consider information they choose to forward to others 		<ul style="list-style-type: none"> • about who is responsible for their health and wellbeing • where to get help advice and support
<p><u>Healthy relationships</u></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • about listening to others and playing cooperatively • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening <p><u>LKS2</u></p> <ul style="list-style-type: none"> • about the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • about solving disputes and conflict amongst themselves and their peers 	<p><u>Growing and changing</u></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls <p><u>LKS2</u></p> <ul style="list-style-type: none"> • to recognise their achievements and set personal targets for the future <p><u>Year 4 only</u></p> <ul style="list-style-type: none"> • <u>Understand how a baby develops</u> • <u>Explore role of midwife and other people who help</u> • about the changes that happen at puberty 	<p><u>Environment</u></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • about looking after the local environment <p><u>LKS2</u></p> <ul style="list-style-type: none"> • about the sustainability of the environment across the world <p><u>UKS2</u></p> <ul style="list-style-type: none"> • about how resources are allocated and the effect this has on individuals, communities and the environment

<p><u>UKS2</u></p> <ul style="list-style-type: none"> • about different types of relationships (friends, families, couples, marriage, civil partnership). <i>Include family arrangements (single parent, same sex, foster parents etc).</i> • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) • that marriage, arranged marriage and civil partnership is between two people who willingly agree • that to force anyone into marriage (forced marriage) is illegal • about the importance speaking out about forced marriage • about judging whether physical contact is acceptable or unacceptable • how to respond about the importance of keeping personal boundaries and the right to privacy 	<p><u>UKS2</u></p> <ul style="list-style-type: none"> • about different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about the changes that happen at puberty (recap learning from year 4) • about human reproduction in the context of the human lifecycle • about roles and responsibilities of parents and carers • how a baby is made and how it grows • that pregnancy can be prevented • <u>understand that safer sex routines can stop infections</u> 	
<p><u>Feelings and emotions</u></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • about different types of behaviour and how this can make others feel • that bodies and feelings can be hurt 	<p><u>Valuing difference</u></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • to share their views and opinions with others • about the importance for respect for the differences and similarities between people <p><u>LKS2</u></p> <ul style="list-style-type: none"> • how to listen and respond respectfully to a wide range of people • about sharing their points of view 	<p><u>Money</u></p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • about where money comes from and what it is used for • about spending and saving money (how to use money) • about how to keep money safe <p><u>LKS2</u></p> <ul style="list-style-type: none"> • about the role of money • ways of managing money (budgeting and saving) • about what is meant by 'interest' and 'loan'

	<p><u>UKS2</u></p> <ul style="list-style-type: none"> • to respectfully listen to others but raise concerns and challenge points of view when necessary • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation • about discrimination, teasing, bullying and aggressive behaviour and its effect on others 	<p><u>UKS2</u></p> <ul style="list-style-type: none"> • what it takes to set up an enterprise about what enterprise means for work and society
<p><u>Being Safe</u></p> <p><u>LKS2</u></p> <ul style="list-style-type: none"> • about confidentiality • about times when it appropriate and necessary to break a confidence • <u>identify adults they can trust and who they can ask for help when things go wrong</u> <p><u>UKS2</u></p> <ul style="list-style-type: none"> • about confidentiality • about times when it appropriate and necessary to break a confidence • <u>identify adults they can trust and who they can ask for help when things go wrong</u> 		