



Guilden Sutton Church of England Primary School

Love and Justice for All

PSHE Whole School Curriculum Progression Map

Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> Introduce children to each other, our school and our rules; sharing stories, poems and personal scrapbooks to initiate discussion about our families, friends, pets, interests and special places. Introduce vocabulary to describe our emotions and talk about what might make us feel worried, nervous, lonely, shy, sad or happy. Engage in Health Week activities to support children in making healthy choices and raise awareness of how to keep healthy and safe. Use film clips, powerpoints, role play and assemblies alongside the story 'The Healthy Wolf' to promote good dental hygiene, suitable physical exercise and eating a balanced diet. Use the book 'We are all Different' to promote discussion about our differences and celebrate our unique selves. 'It is good to be me.' 		<ul style="list-style-type: none"> Discuss how the penguin and the boy were feeling at different points of the story 'Lost and Found.' Have we ever felt lonely? What can we do to help people who feel lonely? Name and identify our feelings and talk about when we feel happy, sad, nervous, worried or surprised. Discuss Rainbow Rob and emphasise that we are proud to be who we are. Talk about the people we love and focus on how we show kindness to others. Learn about Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day and Easter looking at how they are celebrated across the World. 		<ul style="list-style-type: none"> Use 'The Rainbow Fish' as a stimulus to discuss the value of friendship and how sharing can make us happy. Read 'Only One You' to further embed the message that 'you're unique, so be yourself!' Encourage the children to discuss the book and share their opinions. Sort food that 'The Very Hungry Caterpillar' ate into healthy and unhealthy food. Discuss dental health in relation to sugary food and reinforce the importance of brushing teeth. Introduce the children to Y1 staff and engage in transition activities. 	

	<ul style="list-style-type: none"> Police Officers visit to class to discuss their roles and responsibilities and show the children their uniform, equipment and police car. 					
1	<p>Me and My Relationships</p> <p>Why we have classroom rules.</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these <p>Thinking about our feelings.</p> <ul style="list-style-type: none"> Identify a range of feelings and discuss how these feelings might make us behave Suggest strategies for someone experiencing 'not so good' feelings to manage these 	<p>Valuing Difference</p> <p>Same or different?</p> <ul style="list-style-type: none"> Identify the differences and similarities between people Empathise with those who are different from them Begin to appreciate the positive aspects of these differences <p>Unkind, tease or bully?</p> <ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying Understand that bullying is usually quite rare <p>It's not fair!</p> <ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind 	<p>Keeping Myself Safe</p> <p>Healthy me</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen) Recognise that exercise and sleep are important parts of a healthy lifestyle <p>Who can help? (1)</p> <ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe Identify people who can help them when they feel unsafe <p>Good or bad touches?</p> <ul style="list-style-type: none"> Name and know which parts should be private Explain the difference between appropriate and inappropriate touch 	<p>Rights and Responsibilities</p> <p>Around and about the school</p> <ul style="list-style-type: none"> Identify what they like about the school environment Recognise who cares for and looks after the school environment <p>Taking Care of Something</p> <ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant) Explain the importance of looking after things that belong to themselves or to others <p>Harold's money</p>	<p>Being my Best</p> <p>Eat well</p> <ul style="list-style-type: none"> Recognise that they may have different tastes in food to others Select foods from the Eatwell Guide in order to make a healthy lunch Recognise which foods we need to eat more of and which we need to eat less of to be healthy <p>Catch it! Bin it! Kill it!</p> <ul style="list-style-type: none"> Understand how diseases can spread Recognise and use simple strategies for preventing the spread of diseases <p>Pass on the Praise</p>	<p>Growing and Changing</p> <p>Inside my wonderful body!</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them <p>Taking care of a baby</p> <ul style="list-style-type: none"> Understand some of the tasks required to look after a baby Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding <p>Who can help? (2)</p>

	<p>Feelings and Bodies.</p> <ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/ facial expressions Recognise that people's bodies and feelings can be hurt Suggest ways of dealing with different kinds of hurt <p>Good friends.</p> <ul style="list-style-type: none"> Identify simple qualities of a good friendship Suggest simple strategies for making up 	<ul style="list-style-type: none"> Suggest ways they can show kindness to others 	<ul style="list-style-type: none"> Understand that they have the right to say "no" to unwanted touch Discuss who you can trust and when to ask for help 	<ul style="list-style-type: none"> Explain where people get money from List some of the things that money may be spent on in a family home 	<ul style="list-style-type: none"> Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel 	<ul style="list-style-type: none"> Explain the difference between teasing and bullying Give examples of what they can do if they experience or witness bullying Say who they could get help from in a bullying situation <p>Surprises and secrets</p> <ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise Identify situations as being secrets or surprises Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
2	<p>Me and my relationships</p> <p>Bullying or teasing?</p> <ul style="list-style-type: none"> Define what is meant by the terms 'bullying' and 'teasing' showing an 	<p>Valuing difference</p> <p>How do we make others feel?</p> <ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people 	<p>Keeping myself safe</p> <p>How safe would you feel?</p> <ul style="list-style-type: none"> Identify situations in which they would feel safe or unsafe Suggest actions for dealing with unsafe 	<p>Rights and Responsibilities</p> <p>Getting on with others</p> <ul style="list-style-type: none"> Describe and record strategies for getting on with others in the classroom 	<p>Being my best</p> <p>You can do it!</p> <ul style="list-style-type: none"> Explain the stages of the learning line showing an understanding of 	<p>Growing and changing</p> <p>A Helping Hand</p> <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others

	<p>understanding of the difference between the two</p> <ul style="list-style-type: none"> Identify situations as to whether they are incidents of teasing or bullying <p>Being a good friend</p> <ul style="list-style-type: none"> Recognise that friendship is a special kind of relationship Identify some of the ways that good friends care for each other <p>Let's all be happy!</p> <ul style="list-style-type: none"> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) Explain where someone could get help if they were being upset by someone else's behaviour 	<p>An act of kindness</p> <ul style="list-style-type: none"> Recognise and describe acts of kindness and unkindness Explain how these impact on other people's feelings Suggest kind words and actions they can show to others Show acts of kindness to others in school <p>Solve the problem</p> <ul style="list-style-type: none"> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted) Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships 	<p>situations including who they could ask for help</p> <p>What should Harold say?</p> <ul style="list-style-type: none"> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe <p>Should I tell?</p> <ul style="list-style-type: none"> Identify safe secrets (including surprises) and unsafe secrets Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable 	<p>When I feel like erupting</p> <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour <p>Harold saves for something special</p> <ul style="list-style-type: none"> Understand that people have choices about what they do with their money Know that money can be saved for a use at a future time Explain how they might feel when they spend money on different things 	<p>the learning process</p> <ul style="list-style-type: none"> Help themselves and others develop a positive attitude that support their wellbeing Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning <p>My body needs...</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen Recognise that exercise and sleep are important to health <p>What does my body do?</p>	<p>Sam moves away</p> <ul style="list-style-type: none"> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to <p>Respecting Privacy</p> <ul style="list-style-type: none"> Explain what privacy means Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information
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					<ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain) Describe how food, water and air get into the body and blood 	
3	<p>My Special Pet</p> <ul style="list-style-type: none"> Explain some of the feelings someone might have when they lose something important to them Understand that these feelings are normal and a way of dealing with the situation <p>Health Week</p>	<p>Looking after our special people</p> <ul style="list-style-type: none"> Identify people who they have a special relationship with Suggest strategies for maintaining a positive relationship with their special people 	<p>Friends are special</p> <ul style="list-style-type: none"> Identify qualities of friendship Suggest reasons why friends sometimes fall out <p>Rehearse and use, now or in the future, skills for making up again</p>	<p>Family and friends</p> <ul style="list-style-type: none"> Recognise that there are many different types of family Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships' <p>Comic Relief/Sport Relief, World Book Day, Easter egg competition, baking</p>	<p>Let's celebrate our differences</p> <ul style="list-style-type: none"> Recognise the factors that make people similar to and different from each other Recognise that repeated name calling is a form of bullying Suggest strategies for dealing with name calling (including talking to a trusted adult) 	<p>Zeb</p> <ul style="list-style-type: none"> Understand and explain some of the reasons why different people are bullied Explore why people have prejudiced views and understand what this is
4	<p>Me and my Relationships</p> <ul style="list-style-type: none"> Explain what we mean by a 'positive healthy relationship' 	<p>Valuing Difference</p> <ul style="list-style-type: none"> The right to protect personal body space Recognising that non-verbal signals can show how people feel when 	<p>Keeping Myself safe</p> <ul style="list-style-type: none"> Describe stages of identifying and managing risk Suggest people who can help manage risk 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Explain how different people (school/ community) can help them stay healthy and safe 	<p>Being My Best</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique Appreciate their own uniqueness Recognise that there are times 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Name positive and negative feelings Understand how puberty has emotional as well as physical impact

<p>Health week</p>	<ul style="list-style-type: none"> Describe some qualities they admire in others Recognise times and describe appropriate strategies for saying 'No' to a friend Demonstrate feelings through facial expressions and body language Recognise feelings can change with further information Suggest strategies to respond to bullying Understand who/where pressure to behave in an unacceptable, unhealthy or risky way may come from 	<p>others are close to their body space</p> <ul style="list-style-type: none"> Suggest people they can talk to if they feel uncomfortable with people's actions towards them Recognise and identify features of different types of relationships, e.g. close family, friends, acquaintances Understand and identify stereotypes including those promoted in the media 	<ul style="list-style-type: none"> Understand we can be influenced both positively and negatively Give examples of some consequences of behaving in a risky, unhealthy or unacceptable way 	<ul style="list-style-type: none"> Define what is meant by 'being responsible' Describe the various responsibilities of those who help them stay safe and healthy Suggest ways they can help the people who keep them healthy and safe <p>Comic Relief/ Sports Relief</p>	<p>when they and their friends will make the same choices and others when they will choose differently</p>	<ul style="list-style-type: none"> Suggest why young people may fall out with parents Role play how to compromise Identify parts of the body that males + females have in common and are different Know the correct terms for their genitalia Understand and explain why puberty happens Know the key facts of the menstrual cycle Understand that periods are a normal part of puberty for girls Identify some way to cope better with periods Define terms 'secret' and 'surprise', know the difference between a safe/ unsafe secret Recognise how surprises/secrets make them feel Know who can help if a secret made
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						<p>them feel uncomfortable</p> <ul style="list-style-type: none"> • Understand marriage is a commitment to be made freely not against will • Recognise marriage includes same and opposite sex partners • Know legal age for marriage (England and Scotland) • Discuss reasons for marriage, living together, civil ceremony
5	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others • Give examples of some key qualities of friendship • Reflect on their own friendship qualities • Identify what things make a relationship unhealthy • Identify who they could talk to if they needed help 	<p>Valuing Differences</p> <ul style="list-style-type: none"> • Define some key qualities of friendship • Describe ways of making a friendship last • Explain why friendships sometimes end • Understand that the information we see online, either text or images, is not always true or accurate • Recognise that some people post things online about 	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Recognise which situations are risky • Explore and share their views about decision making when faced with a risky situation • Suggest what someone should do when faced with a risky situation • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this 	<p>Rights and Responsibilities</p> <p>Comic Relief/Sport Relief, World Book Day, Easter egg competition, baking</p>	<p>Being the Best</p> <ul style="list-style-type: none"> • Describe 'star' qualities of celebrities as portrayed by the media • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life • Describe 'star' qualities that 'ordinary' people have • Identify people who are 	<p>Growing Up & Changing</p> <p>Sex & Relationships</p> <p>Puberty</p> <ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these

	<p>Health Week</p>	<p>themselves that aren't true, sometimes this is so that people will like them</p> <ul style="list-style-type: none"> • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation • Develop an understanding of discrimination and its injustice, and describe this using examples • Empathise with people who have been, and currently are, subjected to injustice, including through racism • Consider how discriminatory behaviour can be challenged <p>Panto</p>	<p>situation, including emotional risks</p> <ul style="list-style-type: none"> • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these <p>Baking</p>		<p>responsible for helping them stay healthy and safe</p> <ul style="list-style-type: none"> • Identify ways that they can help these people <p>Sewing, Chester Fire Brigade</p>	<ul style="list-style-type: none"> • Explain strategies they can use to build resilience • Know the correct words for the external sexual organs • Discuss some of the myths associated with puberty • Recognise that some people can get bullied because of the way they express their gender • Give examples of how bullying behaviours can be stopped • Understand what kinds of touch are acceptable or unacceptable • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch <p>Maths Fun Day (Bishops), Harry</p>
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						Potter Day (Upton), Sewing
6	<p>Me and My Relationships</p> <p>Solve the Friendship Problem</p> <ul style="list-style-type: none"> Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach <p>Assertiveness</p> <ul style="list-style-type: none"> List some assertive behaviours Recognise peer influence and pressure Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure <p>Don't Force Me</p>	<p>Valuing Difference</p> <p>Advertising Friendship</p> <ul style="list-style-type: none"> Explain the difference between a friend and an acquaintance Describe qualities of a strong, positive friendship Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative) <p>Ok to be Different</p> <ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Suggest strategies for dealing with bullying, as a bystander Describe positive attributes of their peers 	<p>Keeping Myself Safe</p> <p>Traffic Lights</p> <ul style="list-style-type: none"> Identify strategies for keeping personal information safe online Describe safe behaviours when using communication technology <p>To share or not to share?</p> <ul style="list-style-type: none"> Know that it is illegal to create and share sexual images of children under 18 years old Explore the risks of sharing photos and films of themselves with other people directly or online Know how to keep their information private online <p>Joe's Story (part 2)</p>	<p>Rights and Responsibilities</p> <p>Fakebook Friends</p> <ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account Understand why people don't tell the truth and often post only the good bits about themselves, online Recognise that people's lives are much more balanced in real life, with positives and negatives 	<p>Being My Best</p> <p>What's the Risk (2)</p> <ul style="list-style-type: none"> Recognise what risk is Explain how a risk can be reduced Understand risks related to growing up and explain the need to be aware of these Assess a risk to help keep themselves safe <p>Visit to Primrose Wood, Kelsall (building shelters)</p>	<p>Growing and Changing</p> <p>I look great!</p> <ul style="list-style-type: none"> Understand that fame can be short-lived Recognise that photos can be changed to match society's view of perfect Identify qualities that people have, as well as their looks <p>Media Manipulation</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype Recognise how the media can sometimes reinforce gender stereotypes Recognise that people fall into a wide range of what is seen as normal Challenge stereotypical

	<ul style="list-style-type: none"> Describe ways in which people show their commitment to each other Know the ages at which a person can marry, depending on whether their parents agree Understand that everyone has the right to be free to choose who and whether to marry <p>Acting Appropriately</p> <ul style="list-style-type: none"> Recognise that some types of physical contact can produce strong negative feelings Know that some inappropriate touch is also illegal <p>Health Week</p>	<p>Respecting Difference</p> <ul style="list-style-type: none"> Demonstrate ways of showing respect to others, using verbal and non-verbal communication <p>Crucial Crew</p> <p>Children in Need</p>	<ul style="list-style-type: none"> Understand and give examples of conflicting emotions Understand and reflect on how independence and responsibility go together <p>Bikeability</p> <p>Sport Relief/ Red Nose Day</p>			<p>gender portrayals of people</p> <p>Is this normal?</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it Suggest strategies that would help someone who felt challenged by the changes in puberty Understand what FGM is and that it is an illegal practice in this country Know where someone could get support if they were concerned about their own or another person's safety <p>Making babies</p> <ul style="list-style-type: none"> Identify the changes that happen through puberty to allow sexual reproduction to occur
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						<ul style="list-style-type: none">• Know a variety of ways in which the sperm can fertilise the egg to create a baby• Know the legal age of consent and what it means <p>What is HIV?</p> <ul style="list-style-type: none">• Explain how HIV affects the body's immune system• Understand that HIV is difficult to transmit• Know how a person can protect themselves from HIV
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