



Otley All Saints C.E Primary School

'Learning, Love and Laughter Every Day'

PSHE Progression

PSHE Curriculum Map

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery	Managing self. Building relationships	Self regulation. Talk about how to manage those big feelings Self confidence and self esteem within performance for Christmas	Managing self. Feelings vocabulary around Inside Out film. Yoga Building relationships	Self regulation. Using the sofa as a place to have calm times. I can calm myself down by.....	Managing self. Building relationships	Self regulation/Emotion picture cards in provision Self confidence and self esteem within sports activities and performance
	Reception	Attitudes Selfcare Making relationships	Selfcare Sense of Community Confidence and Self Esteem Behaviour and Self Control	Self care Self confidence and Self Esteem/ Attitudes	Self care Sense of Community Fair Trade Fortnight Behaviour and Self Control	Making Relationships Sense of Community Attitudes	Attitudes Self Confidence and Self Esteem Behaviour and Self Control
Key Stage 1	Year 1	Identity, Society & Equality	Keeping Safe	Physical Health & Wellbeing	Mental Health	Drug, tobacco and alcohol	Careers, Financial capability & economic well being
	Year 2	Mental Health: Friendship MM: Feeling Good and Being Me MM: Friends and Family MM: Being the same and Being Different MM: Strong Emotions		Physical Health: What keeps me healthy? MM: Solving Problems MM: Life Changes	Medicines and Me	Keeping Safe/Managing Risk	Boys, Girls and Families
Key Stage 2	Year 3	Mental Health and Emotional Wellbeing - Strengths and Challenges - Celebrating achievements and dealing with set backs. Mindmate 1,3 and 4	Keeping safe and managing Risk Bullying See it, say it, stop it. Mindmate 2	Drug, Alcohol and Tobacco Education - Tobacco is a drug (Also teach about vaping)	Physical Health and Wellbeing: What helps me choose? Keeping active and making healthy choices about food and drink. (Taught within science)	Identity, Society and Equality: Celebrating difference Mindmate 5 and 6	Careers and Financial Capability and Economic Wellbeing: Saving, Spending and Budgeting
	Year 4	BFG themed introduction to PSHE Stereotypes Friendships	Physical Health and Wellbeing: What is Important to Me? Choices, Food, Sleep	Playing Safe Gaming and E-Safety Keeping safe outside Emergencies	Identity, society and equality: Democracy	Mental Health & Wellbeing: Mindmate - full unit of lessons.	
	Year 5	Physical Health & Wellbeing	Mental health & emotional wellbeing	Identity, society, equality, stereotypes, discrimination & prejudice,	Keeping safe	Drug, alcohol and tobacco education	Careers

	Year 6	Sex & Relationship Education (School nurse into school) Drug, Alcohol & Tobacco education E-safety/Social Media Mental Awareness MindMate: Body image/Social media	Mental Health & Emotional Wellbeing MindMate: Happiness MindMate: Self-integrity MindMate: Winning - What does it take?	Identity, Society & Equality MindMate: Winning - What does it take?	Keeping Safe & Managing Risk MindMate: Celebrating friendships	Transition MindMate: Moving On
--	---------------	---	---	---	--	---

☰ PSHE Progression Summary Feb 2023

EYFS - Nursery & Reception

Enhanced Provision:

- The creative area, mark making areas and changing provision areas are always resourced and children have free access to the equipment in them, which encourages the children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations and also extends their learning - allowing them the chance to teach their peers.
- Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged, see examples below. These are linked to topics, or are child led based on the children's interests.
- Spontaneous opportunities arise from the children's comments and interests and are developed through talking and interacting with the children, these are resourced accordingly.
- Evidence of the children using enhanced provision in their own way can be found on Tapestry.

Term/Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Myself	Colour, Pattern & Light	I am Healthy/Stories & Rhymes	Arctic/Antarctic	Where we live / People who help us	The Transport / The Seaside
Knowledge & Skills:	Managing self. Building relationships	Self regulation. Talk about how to manage those big feelings Self confidence and self esteem within performance for Christmas	Managing self. Feelings vocabulary around Inside Out film. Yoga Building relationships	Self regulation. Using the sofa as a place to have calm times. I can calm myself down by.....	Managing self. Building relationships	Self regulation . Emotion picture cards in provision Self confidence and self esteem within sports activities and performance
Global Goals & enrichment*:	Daily question Calming sofa Books about emotions and feelings/small world characters Celebrations- individual birthday celebrations Children in Need- Nursery's bun sale Forest School Trip to the Compost Bin GG:3 Good Health and Wellbeing		Daily question Calming sofa Individual birthday celebrations Books about emotions and feelings/small world characters Fair Trade Fortnight World Book Day Children's Mental Health Week Comic Relief GG:10 Reduced Equalities		Daily question Calming sofa Individual birthday celebrations Books about emotions and feelings/ small world characters Trip to the bottle bank GG: 15 Life on Land GG: 13 Climate Action	

Reception	I Am Amazing!	Light and Dark-Celebrations	Healthy Eating Traditional Tales- The Gingerbread Man	We like to Travel- Space	Going on an Adventure!	Big Beasts and MiniBeasts
Knowledge & Skills:	<p>Attitudes see themselves as a valuable individual.</p> <p>Selfcare: manage their own personal hygiene.</p> <p>Making relationships: build constructive and respectful relationships with other children and adults in school.</p>	<p>Selfcare: manage their own personal hygiene.</p> <p>Sense of Community: talk about members of their community.</p> <p>Confidence and Self Esteem: see themselves as a valuable individual.</p> <p>Behaviour and Self Control: identify and moderate their feelings socially and emotionally</p> <p>Express their own feelings socially and emotionally.</p>	<p>Self care: understanding and talking about the factors that support their overall health and wellbeing.</p> <p>Self confidence and Self Esteem/ Attitudes: see themselves as a valuable individual.</p>	<p>Self care: understanding and talking about the factors that support their overall health and wellbeing</p> <p>Sense of Community: through Fair Trade Fortnight .</p> <p>Talk about the perspective of others</p> <p>Behaviour and Self Control: identify and moderate their feelings socially and emotionally</p> <p>Express their own feelings socially and emotionally.</p>	<p>Making Relationships: build constructive and respectful relationships with other children and adults in school.</p> <p>Sense of Community: talk about members in their community.</p> <p>Attitudes: show resilience and perseverance in the face of a challenge.</p>	<p>Attitudes: show resilience and perseverance in a face of a challenge.</p> <p>Self Confidence and Self Esteem: see themselves as a valuable individual.</p> <p>Behaviour and Self Control: identify and moderate their feelings socially and emotionally</p> <p>Express their own feelings socially and emotionally.</p>
Global Goals & enrichment*:	<p>All about Me Bags</p> <p>Mini Me's in provision</p> <p>The Kindness Book</p> <p>The Gold Book</p> <p>Calming tent</p> <p>Circle time including: my favourite colour/food/flavour of crisps etc</p> <p>I really enjoy...</p> <p>I like to play with...</p> <p>I am great at...</p> <p>I'm not keen on...</p> <p>I feel safe when...</p> <p>The Colour Monster</p> <p>Colour Monster Checkin</p> <p>What makes Me a Me?</p> <p>Harvest Festival</p> <p>GG: No Poverty</p>	<p>Diwali and celebrations</p> <p>Mini Me's in provision</p> <p>The Kindness Book</p> <p>The Gold Book</p> <p>Calming tent</p> <p>Circle Time activities include: I think ...is kind</p> <p>A good friend is...</p> <p>I'm special because..</p> <p>Today I feel...</p> <p>...makes me sad/cross/happy/excited</p> <p>Reverse Advent Calendar</p> <p>Children in Need</p> <p>GG: 2 No Poverty</p>	<p>Keeping Healthy Chinese New Year</p> <p>Mini Me's in provision</p> <p>The Kindness Book</p> <p>The Gold Book</p> <p>The Calming tent</p> <p>Star of the Week</p> <p>Children's Mental Health Week</p> <p>Circle Time: I am special because...</p> <p>Friends are...</p> <p>I'm great at...</p> <p>I'm trying to be....</p> <p>GG:3 Good Health and well Being</p>	<p>What makes our classroom a happy place?</p> <p>Fair Trade Fortnight</p> <p>Comic Relief</p> <p>Easter</p> <p>Mini Me's in provision</p> <p>The Kindness Book</p> <p>The Gold Book</p> <p>Star of the Week</p> <p>Circle Time activities: I love my...</p> <p>I like to go to...</p> <p>With my grownups, I like to...</p> <p>When I'm sad I ...</p> <p>When I'm cross, I...</p> <p>What helps me learn?</p> <p>What makes our classroom a happy place?</p> <p>GG:4 Quality Education</p>	<p>We're going on an Adventure</p> <p>Road safety</p> <p>The Kindness Book</p> <p>Mini Me's in provision</p> <p>The Gold Book</p> <p>The Calming tent</p> <p>Star of the Week</p> <p>Circle time: I find...tricky.</p> <p>I need to practise...</p> <p>My favourite place is...</p> <p>I like to ...with my friends.</p> <p>When I cross the road, I</p> <p>GG: 13 Climate Action</p>	<p>Big Beasts and Mini beasts</p> <p>Transition to year 1</p> <p>The Kindness Book</p> <p>Mini Me's in Provision</p> <p>The Gold Book</p> <p>The Calming tent</p> <p>Star of the Week</p> <p>Circle Time: I'm looking forward to...</p> <p>I feel...today</p> <p>....makes me happy/sad/worried/nervous.</p> <p>I love...</p> <p>I'm excited about...</p> <p>When I get angry, I...</p> <p>I feel calm when...</p> <p>I feel peaceful when...</p> <p>A good friend...</p> <p>GG: Life on Land</p>
Development Matters statements:						
Nursery:	<p>In Nursery, this area draws upon guidance from Development Matters (2021) specifically the 'Personal, Social and Emotional Development' area of learning.</p> <p>Children will:</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed, this helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. 					

	<ul style="list-style-type: none"> ● Become more outgoing with unfamiliar people, in the safe context of their setting. ● Show more confidence in new social situations. ● Play with one or more other children, extending and elaborating play ideas. ● Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ● Increasingly follow rules, understanding why they are important. ● Remember rules without needing an adult to remind them. ● Develop appropriate ways of being assertive. ● Talk with others to solve conflicts. ● Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ● Understand gradually how others might be feeling. ● Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ● Make healthy choices about food, drink, activity and toothbrushing.
Reception:	<p>In Reception, this area draws upon guidance from Development Matters (2021) specifically the 'Personal, Social and Emotional Development' area of learning. Children will:</p> <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Manage their own needs, including their personal hygiene ● Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
	<p>Children in EYFS develop their 'Characteristics of Effective Learning' through their independent learning and adult guided activities. The characteristics are seen as complementing the overall Personal, Social and Emotional Development of the whole child, helping children to develop a positive sense of themselves and others; form positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and to have confidence in their own abilities. The characteristics which show subject specific skills are documented through photographs on Tapestry.</p>
Characteristics of Effective Learning:	<ul style="list-style-type: none"> ● Recognise their actions have an effect on the world and repeat them. ● Participate in routines and predict sequences because routines are known and understood ● Keep trying when things get difficult ● Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. ● Make independent choices. ● Bring their own interests and fascinations into early years settings, this helps them to develop their learning. ● Respond to new experiences brought to their attention. ● Show goal-directed behaviour. ● Begin to correct their mistakes themselves. ● Keep on trying when things are difficult. ● Review their progress as they try to achieve a goal, check how well they are doing. ● Solve real problems. ● Know more, so they feel confident about coming up with their own ideas. ● Concentrate on achieving something that is important to them, they are increasingly able to control their attention and ignore distractions.
END POINTS:	<p>Self-Regulation</p> <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

	<p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
--	---

KS1 - Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Identity, Society & Equality	Keeping Safe	Physical Health & Wellbeing	Mental Health MindMate link	Drug, tobacco and alcohol	Careers, Financial capability & economic well being
Knowledge/ Skills:	Know what makes themselves and others special Know the roles and responsibilities at home and school Share how they can be cooperative with others	Know about safety in familiar situations Share how they can keep themselves safe Talk about people who help keep them safe outside the home	Know about food that is associated with special times in different cultures Know some active playground games from around the world Recognise about how to keep safe in the sun.	Recognise different types of feelings Talk about how to manage different feelings	Know what can go into our bodies and how it can make people feel	Talk about where money comes from and making choices when spending money Share how they can keep money safe Know about the different jobs people do.
Links to GGs/ Enrichment opportunities:	GG4- Quality Education	GG3- Good Health and wellbeing	GG3- Good Health and wellbeing	GG3- Good Health and wellbeing	GG3- Good Health and wellbeing	GG5 Gender Equality
*MindMate: <i>[Lessons are taught in a block or threaded through the year to link with the PSHE scheme]</i>	Themes	Lesson Title & Focus				
	Feeling good & being me:	Recognise feelings: Talk about how I am feeling.				
	Friends & Family:	Recognise how others show feelings and know how to respond: Know when my friends are feeling happy.				
	Life changes:	New school/class. Making new friends: Understand that talking about my feelings can help.				
	Strong emotions:	Recognise what is fair/unfair, right/wrong: Know when someone is being unkind, including myself.				

	Being the same, being different:	Celebrating differences: Know people in my class are all different.
	Solving problems/ Making it better:	Setting goals and targets: Work and play well in a small group.
END POINTS:	By the end of Year 1, children will: <ul style="list-style-type: none"> ● recognise what makes themselves and others special. ● understand their own emotions and develop strategies for how to manage them. ● develop confidence to share worries with an adult about a wide range of issues. ● have a good understanding of how to keep safe, including how to keep safe in the sun and who can help to keep them safe outside of their home. ● talk about the food that is eaten within different cultural celebrations and can give examples of how to make healthy lifestyle choices. ● know that both men and women can do a range of different jobs to earn money and can talk about ways money can be saved. 	

KS1 - Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Mental Health: Friendship MM: Feeling Good and Being Me MM: Friends and Family MM: Being the same and Being Different MM: Strong Emotions		Physical Health: What keeps me healthy? MM: Solving Problems MM: Life Changes	Medicines and Me	Keeping Safe/Managing Risk	Boys, Girls and Families
Knowledge/ Skills:	Share what they are good at what they are going to try to be better at Know that what they say and do can affect their friends Talk about feeling sad when they have lost something Talk about what makes them feel sad Understand their friend might have different feelings to them Recognise the importance of special people in their lives Talk about making friends and who can help with friendships Know how to solve problems that might arise with friendships.		Understand it is important to keep going when something is tricky Recognise the importance of eating well, physical activity, sleep and rest Know the risks associated with an inactive lifestyle (including obesity) Talk about people who help us to stay healthy and well Know about basic health and hygiene routines including dental health.	Recognise what can go into our bodies and how it can make people feel	Know how to keep safe in the home including fire safety Recognise how to keep safe outside. Identify the risks when crossing the road. Talk about how to cross the road safely.	Understand and respect the differences and similarities between people. Know the biological differences between male and female animals and their role in the life cycle Learn the biological differences between male and female children. Talk about growing from young to old and that they are growing and changing.. Learn that everybody needs to be cared for and ways in which they care for others. Know the different types of family and how their home life is special

Links to GGs/ Enrichment opportunities:	GG3- Good Health and Wellbeing These skills are linked through the Year 2 History topic- Mary Seacole and Florence Nightingale	GG3- Good Health and Wellbeing The physical activity part of this topic is taught in Science,		GG3- Good Health and Wellbeing		
*MindMate: <i>[Lessons are taught in a block or threaded through the year to link with the PSHE scheme]</i>	Themes	Lesson Title & Focus				
	Feeling good & being me:	Celebrate strengths: I'm good at& I am going to try and be better at...				
	Friends & Family:	Impact of behaviour on others: Know that what I have to say and do can affect my friends.				
	Life changes:	Loss; Losing loved object/pet/person: Talk about feeling sad when I have lost something.				
	Strong emotions:	Comfortable and uncomfortable feelings: Talk about what makes me feel sad.				
	Being the same, being different:	Beginning to understand empathy: Understand my friend might have different feelings to me.				
	Solving problems/ Making it better:	Not giving up/Perseverance: Understand it is important to keep going when something is tricky.				
END POINTS:	By the end of year 2 children will: <ul style="list-style-type: none"> ● talk about what they are good at, what they could improve on and understand it is important to keep going when something is tricky. ● identify and express a range of feelings and know that feelings, thoughts and behaviour are linked. ● talk about what makes a good friend and know strategies that help them solve problems within their friendship, including who they can go to if they need help. ● recognise how they can take care of their bodies both physically and mentally. ● know the biological differences between male and females and understand that boys and girls can do the same tasks and enjoy the same things. ● have an awareness of risk and how to keep themselves safe. ● know that some things they put into their bodies can make them ill or feel well. 					

KS2 - Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Strengths and Challenges - Celebrating achievements and dealing with setbacks. Mindmate: Goals and Aspirations Mindmate: Dealing with difficult situations	Celebrating Difference Anti-Bullying See it, say it, stop it. Mindmate: Unkind behaviours Mindmate: Introducing strong emotions including anger	Alcohol and Tobacco - Tobacco is a drug	Physical Health & making healthy choices about food and drink. (Taught within science)	Identity, Society and Equality Celebrating difference Mindmate: Differing opinions	Careers and Financial Capability - The world of work, saving and spending. Midmate: New faces, new routines
Knowledge/ Skills:	Recognise and celebrate their achievements and setting personal goals. Recognise how to deal with put-downs. Recognise positive ways to deal with set-backs and Understand how self-respect links to happiness.	Know how to recognise bullying and how it can make people feel. Recognise different types of bullying and how to respond to incidents of bullying Know what to do if they witness bullying	Know the definition of a drug Recognise that drugs (including medicines) can be harmful to people Know the effects and risks of smoking tobacco and second- hand smoke. Know what help is available for people to remain smoke free or to stop smoking	Know about making healthy choices about food and drinks Know how branding can affect what foods people choose to buy Talk about how to keep active and some of the challenges of this	Showing they value the similarities and differences between themselves and others Know what is meant by community Know about belonging to groups	Recognise things that influence people on spending and saving money Know how people can keep track of their money Know about the world of work
Links to GGs/ Enrichment opportunities	GG3 Good health and Wellbeing GG4 Quality Education	GG10 Reduced Inequalities GG5 Gender Equality (PHSE -Bullying) GG4 Quality Education GG16-Peace and Justice and Strong institutions	GG3 Good health and Wellbeing GG4 Quality Education	GG14 Life Below Water GG 15 Life On Land GG 12 Responsible Consumption and Production GG13 - Climate Action (DT - Packaging - Impact on the environment)	GG5 Gender Equality	
*MindMate: <i>[Lessons are taught in a block or threaded through the year to link with the PSHE scheme]</i>	Themes	Lesson Title & Focus				
	Feeling good & being me:	Goals and aspirations: I'm good at...and I am going to try and be better at ...by setting myself a simple target.				
	Friends & Family:	Unkind behaviours: Understand that when I am unkind it impacts on others.				
	Life changes:	Life in KS2. New faces/new routines: Learning to handle change.				
	Strong emotions:	Introducing strong emotions, including anger: Know it's ok to feel strong emotions sometimes.				

	Being the same, being different:	Differing opinions: Accept that my friends and I might have different opinions.
	Solving problems/ Making it better:	Dealing with difficult situations: Work with different people in my class.
END POINTS:	By the end of Year 3, children will: <ul style="list-style-type: none"> • be able to talk about and celebrate their achievements. • they recognise how they can get better at something by setting themselves simple goals. • they have developed their knowledge of being a good friend through valuing the similarities and differences between themselves and others which arise from factors such as family, culture, age, gender, personal interests and beliefs. • they show an appreciation for diversity within communities and can talk about how they can connect. • children know the difference between a fall out and bullying and can explain how they would respond to bullying and what they would do if they witnessed it. • they know the harmful effects of smoking tobacco. children have a greater understanding of how to make healthy choices about food and drinks.	

KS2 - Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	BFG themed introduction to PSHE Stereotypes Friendships	Physical Health and Wellbeing: What is Important to Me? Choices, Food, Sleep	Playing Safe Gaming and E-Safety Keeping safe outside Emergencies	Identity, society and equality: Democracy	Mental Health & Wellbeing: Mindmate	
Knowledge/ Skills:	Not judging others by appearance Celebrating differences in others Preventing bullying Reflecting on personal dreams and goals Understanding human rights Overcoming challenges	Know why people may eat or avoid certain foods (religious, moral, cultural or health reasons) Talk about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) Know the importance of getting enough sleep	Know how to be safe in their computer gaming habits Recognise how to keep safe near roads, rail, water, building sites and around fireworks Know what to do in an emergency and basic emergency first aid procedures Know how to keep safe online	Recognise Britain as a democratic society Know how laws are made Know about the local council	Recognise the range of emotions and feelings and how these are experienced in the body Know how times of change can make people feel Know the feelings associated with loss, grief and bereavement	Use a range a words to describe my feelings Describe a healthy relationship Begin to learn to accept that they will feel a wide range of emotions depending on the situation Know how to stand up for themselves without hurting others Know that discrimination can hurt people's feelings Know they can cope in difficult situations

Links to GGs/ Enrichment opportunities:		GG3 Good health and Wellbeing GG1 No Poverty GG10 Reduced Inequalities GG11 Sustainable Cities and Communities	GG3 Good Health and Wellbeing	GG16 Peace and Justice Strong Institutions	GG3 Good health and Wellbeing	GG3 Good health and Wellbeing GG5 Gender Equality GG10 Reduced Inequalities
*MindMate: <i>[Lessons are taught in a block or threaded through the year to link with the PSHE scheme]</i>	Themes	Lesson Title & Focus				
	Feeling good & being me:	Feelings- Intensity: Use a range of words to describe my feelings.				
	Friends & Family:	Skills to maintain and keep positive relationships: Describe a healthy relationship.				
	Life changes:	Positive and negative effects on emotional wellbeing and mental health: Learning to accept that I will feel a wide range of emotions depending on the situation.				
	Strong emotions:	Resisting pressure: Stand up for myself without hurting others.				
	Being the same, being different:	Know actions affect themselves and others: Know that discrimination can hurt people's feelings.				
	Solving problems/ Making it better:	Coping with difficult situations: Cope in difficult situations.				
END POINTS:	By the end of Year 4, children will: <ul style="list-style-type: none"> ● continue to develop their knowledge with dealing with conflict, feelings, change and new challenges. ● they will be able to talk about factors that influence peoples' food choices such as religious, moral and cultural reasons, ethical farming, fairtrade or for health reasons. ● have a good understanding of how a good sleep routine benefits their health. While online, they understand how they can keep safe, including when they are gaming. ● be able to talk about how they can keep safe near roads, rail, water, building sites and around fireworks and have an understanding of basic emergency first aid procedures and what to do in an emergency. ● be able to talk about how laws are made and that there are opportunities to influence decisions through voting as part of a democratic society. 					

KS2 - Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Physical Health & Wellbeing Sex and Relationships Education: Puberty	Mental health & emotional wellbeing MindMate Identity, society, equality, stereotypes, discrimination & prejudice, tackling homophobia		Keeping safe	Drug, alcohol and tobacco education	Careers
Knowledge/ Skills:	<p>Share current knowledge of changes that occur in puberty.</p> <p>Recognise similarities and differences between boys and girls in puberty.</p> <p>Know some of the physical and emotional changes that take place during puberty.</p> <p>Know how to maintain personal hygiene.</p> <p>Girls: Have an increased awareness of their anatomy and the biological process of Menstruation</p> <p>Know about different sanitary products</p> <p><u>Boys:</u> Know the physiology of erections and what a wet dream is and why it occurs.</p> <p>Reflect on the changes that have taken place in their lives so far.</p> <p>Have an opportunity to ask questions.</p>	<p>Know about a wide range of emotions and feelings and how these are experienced in the body</p> <p>Know about times of change and how this can make people feel</p> <p>Know about the feelings associated with loss, grief and bereavement</p>	<p>Know about stereotyping, including gender stereotyping</p> <p>Know about prejudice and discrimination and how this can make people feel</p>	<p>Know about how to keep safe online</p> <p>Know that violence within relationships is not acceptable</p> <p>Know the problems that can occur when someone goes missing from home</p> <p>Be aware of some of the features of extremism</p> <p>Be aware of some of the features of child sexual exploitation</p>	<p>Know the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p>Know about the different influences on drug use- alcohol, tobacco and nicotine products</p> <p>Share some strategies to resist pressure from others about whether to use drugs- smoking drugs and alcohol</p>	<p>Know the risks associated with borrowing money</p> <p>Share some examples of enterprise</p> <p>Recognise what influences people's decisions about careers</p>
		<p>Reflect on the emotions and feelings they have experienced so far</p> <p>Develop skills to help them manage their</p>		<p>Develop the skills to keep them safe online.</p>	<p>Reflect on what they have learnt about the effects of drug and alcohol use</p> <p>Stay true to themselves when resisting peer</p>	<p>Build on and develop skills and attitudes acquired to help them prepare for work in later life.</p>

		emotions and feelings in the future. Ask questions and be involved in discussions about			pressure to smoke, drink alcohol or take drugs.	
Links to GGs/ Enrichment opportunities:	GG3 Good health and wellbeing GG4 Quality Education	GG3 Good health and wellbeing GG4 Quality Education	GG5 Gender Equality GG10 Reduce Inequalities GG4 Quality Education GG3 Good health & wellbeing GG1 No Poverty GG16 Peace, justice & strong institutions	GG3 Good health and wellbeing GG4 Quality Education GG16 Peace, justice and strong institutions	GG3 Good health and wellbeing	GG4 Quality Education GG8 Decent work and Economic Growth
*MindMate: <i>[Lessons are taught in a block or threaded through the year to link with the PSHE scheme]</i>	Themes	Lesson Title & Focus				
	Feeling good & being me:	Self-integrity: Stay true to myself despite external pressures.				
	Friends & Family:	Celebrating friendship: Talk about how I will maintain positive relationships.				
	Life changes:	Moving on: Talk about changes I am looking forward to.				
	Strong emotions:	Happiness: I have a good understanding of emotional wellbeing.				
	Being the same, being different:	Body image/Social media: Talk and listen in difficult discussions..				
	Solving problems/ Making it better:	Winning. What does it take? Look after my mental health.				
END POINTS:	By the end of Year 5, children will: <ul style="list-style-type: none"> ● have continued to develop their knowledge of managing emotions, including those associated with bereavement, grief and loss and have developed strategies to cope with these. ● develop strategies to manage emotions associated with change. ● be able to give examples of discrimination, prejudice and stereotypes and will start to question and challenge common stereotypes both in and out of school. ● understand what PRIDE is and why it is celebrated. ● know that the media can manipulate images which do not reflect reality and how this can influence the choices they make. ● explain the risks of tobacco, alcohol and drugs on the body and can talk about strategies they can use to resist peer pressure. ● show that they understand what influences people to choose a certain career or start their own business. ● They can talk about how people can manage their money, giving examples of what they can do with money that they have received . ● They have continued to develop their knowledge of the emotional and physical changes in puberty and can give examples of these. 					

KS2 - Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	<p>Sex & Relationship Education (School nurse into school) Drug, Alcohol & Tobacco education</p> <p style="background-color: yellow;">E-safety/Social Media Mental Awareness</p> <p>MindMate: Body image/Social media</p>	<p>Mental Health & Emotional Wellbeing: Healthy Minds</p> <p>MindMate: Happiness MindMate: Self-integrity</p>	<p>Identity, Society & Equality: Human Rights</p> <p>MindMate: Winning - What does it take?</p>	<p>Keeping Safe & Managing Risk: Keeping safe - out and about</p> <p>MindMate: Celebrating friendships</p>	<p>Transition-being 'Year 7 ready'</p> <p>MindMate: Moving On</p>	
Knowledge/ Skills:	<p>Understand the anatomy and physiology of sexual intercourse.</p> <p>Understand how babies are conceived, develop and grow during pregnancy and how babies are born</p> <p>Appreciate the responsibility involved with having a baby.</p> <p>Understand the right context within which to have a baby.</p> <p>Appreciate the importance of healthy relationships and staying safe.</p> <p>Know what positively & negatively affects their physical, mental & emotional health, including the media.</p> <p>Understand what a drug is and identify reasons people take drugs.</p> <p>Be aware of the law regarding the use of drugs and the risks in relation to taking drugs.</p> <p>Have an opportunity to ask appropriate questions.</p> <p>Reflect on values important to them in relationships and how to maintain positive relationships.</p> <p>Stay true to themselves despite external pressures.</p>	<p>Know that mental health is about emotions, moods and feelings - how we think, feel and behave.</p> <p>Recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent.</p> <p>Know that there is help, advice and support available about mental health.</p> <p>Recognise what can affect a person's mental health.</p> <p>Know some ways of dealing with stress and how people can get help and support.</p> <p>Understand that anyone can be affected by mental ill health.</p> <p>Know some everyday ways of looking after mental health</p> <p>Can explain why looking after mental health is as important as looking after physical health</p> <p>Understand that some things that support mental health will also support physical health.</p>	<p>Understand what migration means</p> <p>Identify the reasons why people move from one place to another</p> <p>Are able to empathise with the experiences and challenges moving and settling in new place might bring</p> <p>Are aware how the rights are relevant to their lives and that rights come with responsibilities</p> <p>Understand that individual human rights can sometimes conflict with the circumstances in a country</p> <p>Identify some of the organisations that represent and support the rights of the child and the difference they make</p> <p>Can explain what makes a place where someone lives a 'home'</p>	<p>Are aware of potential risks when out and about in the local area.</p> <p>Describe a range of feelings associated with being out and about.</p> <p>Understand that people can make assumptions about others that might not reflect reality.</p> <p>Can identify risky behaviour in peer groups.</p> <p>Recognise and respond to peer pressure and who they can ask for help.</p> <p>Understand how people feel if they are asked to do something they are unsure about.</p> <p>Know some of the consequences of anti-social behaviour, including the law and gangs and gang-related behaviour.</p>	<p>Know about the following aspects of being 'Year 7 ready':</p> <ul style="list-style-type: none"> -Independent -Being organised -A responsible citizen -Resilient -Self-sufficient -Being a ready learner <p>Develop knowledge of their relevant secondary school, such as names of members of key staff, maps of the school, ideas of extra-curricular clubs.</p> <p>Understand about the system of departments and the understanding of having different teachers for different lessons.</p> <p>Be able to identify aspects of being 'Year 7 ready' that they feel that they are strongest at and aspects that they need to work on.</p>	

	<p>Show a good understanding of emotional wellbeing.</p> <p>Talk and listen in difficult discussions.</p> <p>Look after their mental health and reflect on every day ways that support their mental health.</p> <p>Discuss the short-term and long-term effects on health of taking drugs.</p> <p>Recognise the effect of peer pressure & how to manage this effectively.</p> <p>Acknowledge how they can make good choices in relation to using drugs.</p> <p><i>eSafety - see progression documentation</i></p>	<p>Recognise that stigma and discrimination of people living with mental health problems can and does exist</p> <p>Explain the negative effect that this can have</p> <p>Know what can help to have a more positive effect (and therefore reduce stigma and discrimination)</p>	<p>To be able to appreciate the difficulties of being homeless or living in temporary accommodation</p> <p>Know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</p>	<p>Describe ways to resist peer pressure.</p> <p>Recognise they have responsibility for their behaviour and actions.</p>	
Links to GGs/ Enrichment opportunities:	GG10 Reduced inequalities GG3 Good health & wellbeing	GG3 Good health/ wellbeing	GG1 No poverty GG16 Peace, justice & strong institutions GG5 Gender Equality GG10 Reduce inequalities GG4 Quality Education	GG3 Good health/ wellbeing	GG3 Good health/ wellbeing GG4 Quality Education
*MindMate: <i>[Lessons are taught in a block or threaded through the year to link with the PSHE scheme]</i>	Themes	Lesson Title & Focus			
	Feeling good & being me:	Self-integrity - Stay true to myself despite external pressures.			
	Friends & Family:	Celebrating friendships - Talk about how I will maintain positive relationships.			
	Life changes:	Moving on - Talk about changes I am looking forward to.			
	Strong emotions:	Happiness - Show a good understanding of emotional wellbeing.			
	Being the same, being different:	Body image/Social media - Talk and listen in difficult discussions.			
	Solving problems/ Making it better:	Winning - What does it take? - Look after my mental health.			
END POINTS:	<p>By the end of Year 6, children will have:</p> <ul style="list-style-type: none"> • an understanding of how babies are conceived, develop and grow during pregnancy and how babies are born. • understand how they can make good choices in relation to using drugs and the laws around drugs . • an understanding of what healthy, loving relationships look like that go beyond friendship. • a well-developed knowledge of themselves and how to support themselves when faced with new situations and feelings. • are well-prepared for new experiences at secondary school and know the rights and responsibilities they hold in the world, both on and off line. • apply this knowledge and understanding to be respectful citizens in all their future relationships and friendships. 				