

**St Mary’s R.C Primary**



**PSHE progression and end points curriculum map**

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| PSHE Progression of skills St Mary’s RC Primary School  |
| Year group  | Relationships  | Health and wellbeing  | Living in the wider world |
| EYFS  | * Family - about the different people in their family / those that love and care for them and the difference in families.
* Key people they can talk to about their worries.
 | * Physical health and what keeps us healthy.
 | * Kind and unkind behaviour
* Their roles in a classroom
* how to manage change when moving to a new class/year group
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| Year 1  | * Likes and dislikes
* What makes them special
* Similarities and differences
* Correct names for body parts (including genitalia)
* Families and differences in families
 | * What being healthy means on a daily basis and over time
* Healthy eating
* Importance of hygiene
* Who can help in different places and in different situations.
* Stanger danger
* What to do if they feel unsafe or worried
* How to get help if they need it, including 999 calls.
 | * Kind and unkind behaviours and how they affect others
* Responsibilities they have in and out of classroom.
* Growing and changing
* Community and their roles in it
* How people and animals need to be cared for
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| Year 2 | * Making and maintaining friendships
* Feeling lonely and how to respond to this
* Resolving arguments
* Permission around their bodies
* why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable
 | * How rules and restrictions help them to keep safe
* How to identify unsafe and risky situations
* Online safety
* What can keep their bodies healthy
* What can affect their health negatively
* Different ways to play
* Name and recognise a range of feelings
* How to manage big feelings
 | * Look at jobs and earning money
* Different strengths and interests lead to different jobs.
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| Year 3  | * How friendships support wellbeing
* How to support others feeling lonely or excluded
* Building goof friendships
 | * How to recognise hazards and reduce risks
* How to keep their bodies protected and safe in different situations
* Their body belongs to them
* how to react and respond if there is an accident and how to deal with minor injuries
* how to eat a healthy diet and the benefits of nutritionally rich foods
* how to maintain good oral hygiene
* Healthy lifestyles
 | * Belonging to different groups and communities.
* Being respectful to those with differing lifestyles
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| Year 4 | * How behaviour affects others including online
* Rights and responsibilities in relationships
* The right to privacy
* The rights that children have and how to protect these
* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
* how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
 | * Developing self-worth
* How to manage when there are set backs and learn from mistakes
* Feelings and the importance of expressing feelings and how feelings can change
* How to access advice and support
* About puberty
* How to keep safe in the wider environment
* Online safety
* Reporting concerns (including online)
 | * How people have a shared responsibility for the world around them
* Money (buying and spending) and how this can affect others
* How to show care for others
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| Year 5 | * Different relationships
* Communicating with friends and family online and how this can be positive
* Online friendships compared to face to face
* Sharing content online
* Giving consent
* Online safety
 | * Respecting similarities and differences
* What makes up a persons identity
* About stereotypes
* Basic first aid
* Emergency situations
* Puberty and changes
 | * Spending and saving
* Risks associated with money
* Jobs and their qualifications
* How they might decide on a career
* How to challenge stereotypes around jobs
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| Year 6 | * that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
* that adults can choose to be part of a committed relationship or not
* Puberty relating from childhood to adulthood
* Friendships changing as they grow
* How to manage change as they move to secondary school
 | * how mental and physical health are linked
* How being part of groups can support their wellbeing
* how to make choices that support a healthy, balanced lifestyle
* how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
* how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
 | * how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions
* to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
* to discuss and debate what influences people’s decisions, taking into consideration different viewpoints
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