



PSHE Progression Map

Key Information

The PSHE Progression Map highlights how the children’s knowledge progresses across their time from EYFS to KS2.

- If there are blank spaces within these subcategories this will be because the children are focusing on another area of learning within PSHE.

PSHE (Personal, Social, Health and Economic education)
Purpose of study
Netley PSHE Curriculum follows the curriculum outlined by Camden. The map has been sectioned into the subcategories for Health Education, Relationships Education, Science, Economic, Citizenship and Sex Education. The PSHE curriculum is designed to support our children across their time at Netley and taking into consideration statutory guidance regarding the RSHE curriculum for Primary
Aims
We aim to deliver a broad and balanced PSHE curriculum for all children, starting through the use of books and play in EYFS. Within KS1 and KS2 we aim to provide high quality PSHE teaching to ensure that our children have the understanding and skills needed to be safe, healthy and prepared for life and work in today's society.
Developing skills and understanding in EYFS (Acorns, Nursery and Reception).
During pupils' time in EYFS children are exposed to a number of early learning opportunities for PSHE through the Prime areas of learning. Staff use Birth to 5 Matters to plan teaching and to help assess the children’s progress across their time in EYFS.
Personal, Social and Emotional development is a prime area of learning and the EYFS Statutory framework says children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Within EYFS, PSED focuses on developing the children’s relationship building, sense of self and understanding both their own and others emotions. (Relationships Education - Respectful relationships)

Adults give the children opportunities to share their thoughts and ideas in small group and class settings, in order to develop their ability to communicate with each other receptively. Zones of regulation are used to help children feel secure in how to self regulate and name different emotions. **(Health Education - Mental Wellbeing)**

During their first term in Reception the staff plan intentional and structured activities to support the children developing their understanding of themselves and the world around them. Children are supported to know about similarities and differences between themselves and others, and among families, communities, cultures and traditions by the end of this phase. **(Relationships Education - Families and people who care for me)**

Children have structured opportunities to support relationship building through Island Time with key workers and also develop their own confidence and self awareness through sharing in small groups. **(Relationships Education)**

Building good relationships with staff is important for the children's development across their time in EYFS and to ensure they understand who they can get to if they need help. **(Relationships Education)**

Adults support the children develop their understanding of the world and how things grow and change in the world around them. **(Science Education - Growth and Development)**

Planned sessions develop children's knowledge and understanding of good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. **(Health Education - Healthy eating)**

Adults name body parts accurately from when the children start in EYFS to support children in understanding their own bodies and keeping themselves safe. **(Being Safe - Relationships Education)**

Different events are celebrated across the year such as Lunar New Year, Christmas and Eid to help the children celebrate their own unique celebrations and share in other childrens. **(Relationships Education - Families and people who care for me)**

The teaching and learning opportunities in EYFS help to prepare our children for starting their PSHE education in KS1.

Health Education

Health & Prevention

Summary: Keeping teeth healthy, vaccinations and preventing illness.

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. How to keep teeth healthy.		1. Vaccination Lesson - how the immune system functions.	1. Asthma Lesson.		
2. How teeth change as we grow up.			2. Understanding how infection can be spread.		
3. Basic hygiene principles.			3. Understand that infection can spread through coughing and sneezing.		
4. Vaccination - how germs are spread.					

Healthy Eating

Summary: Eating a variety of food, different options, making healthy choices and what is within our food.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. To understand the importance of food.	1. To identify healthy snack options.	1. Understand what groups make a meal.	1. Understand that food gives us energy.	1. Review a days menu and provide feedback on how it can be improved.	1. Recap how to keep ourselves healthy.
2. To discuss a variety of food.	2. To be able to recognise and name the 5 food groups.	2. Understand how good choices can contribute to tooth decay.	2. Understand the importance of nutrients.	2. Explain the function of nutrients and fibre.	
	3. Understand the benefits of eating 5 portions of fruit and veg.			3. Explain why it is important to keep hydrated.	

				4. Explain that different types and portions and goods and drinks provide different amounts of energy.	
				5. To interpret information on food labels.	

Mental Wellbeing

Summary: Understanding our own emotions and the emotions of others. How to help support others and ourselves.

Mental Health Week + Anti-bullying week activities shared across year groups.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Identify a range of emotions.	1. To recognise and describe different feelings in themselves and others.	1. To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good.		1. Learn how to talk about mental health & wellbeing Know who can help us and how to ask for help Know the difference between a big and a small feeling Learn how to be a good listener	1. To learn how to talk about mental health and wellbeing To know who can help us and how to ask for help To know the difference between a big and a small feeling To learn how to be a good listener.
2. To understand positive and difficult emotions.	2. Learn that feelings change and not everyone experiences the same feeling in the same situation.	2. Learn about ways of expressing feelings and emotions and why this is important.		2. To understand how images are manipulated online.	2. To learn about mental health; what it means and how we can take care of it
3. To recognise a variety of feelings and have some strategies to help others feel more positively.	3. Big feelings and how to manage them.	3. Learn about managing feelings and emotions in different situations Learn about getting help, advice and support with feelings and emotions		3. To develop a sense of belonging.	3. To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times.

4. To learn about the importance of sleep as part of a healthy lifestyle and the impact of device use.		4.To identify positive thoughts.			4. To be able to identify the differences between primary and secondary school describe how it might feel to move to secondary school explain different ways of managing change.
		5. Explore the concept of self-talk.			5. To learn how to manage screen time and maintain a healthy balance.

Drugs, Alcohol & Tobacco

Summary: Understand safe and harmful substances, medications and how to be aware of different drugs.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. To recognise that different things that go into bodies can make people feel good or not so good and can be harmful. To be able to ask for help.	1. To learn why medicines are taken.	1. To learn the definition of a drug and that drugs (including medicines) can be harmful to people.	1. To learn that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them.		1. To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs.
2.To know that substances can be absorbed through the skin To be able to recognise that different things that people put on to bodies can make them feel good or not so good.	2. To learn where medicines come from.	2. Learn about the effects and risks of smoking tobacco and secondhand smoke.	2. To learn about the effects and risks of drinking alcohol		2. To learn about assessing the level of risk in different situations involving drug use.
	To learn how to stay safe around medicines.		3. To learn about different patterns of behaviour that are related to drug use.		3. To learn about ways to manage risk in situations involving drug use.

Basic First Aid

Summary: Calling 999, emergency situations, basic first aid, asthma, choking, burns, bleeding, broken bones and bites.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. To learn how to make an emergency call.		1. Know what to do and how to call for help if you are faced with an emergency situation.	1. Learn about and practise kindness and coping skills and why they are important in first aid.	1. Understand what first aid is Learn first aid skills Feel able to help someone who needs first aid How to help someone with a burn.	
			2. Learn about kindness and helping others Learn how to care for yourself and others Feel able to help someone who needs first aid (asthma attack).	2. Understand what first aid is Learn first aid skills and feel able to help someone who needs first aid Know how to make an emergency call A How to help someone with head injury OR B How to help someone who is bleeding a lot	
			3. Learn about kindness and helping others Learn about coping skills Learn how to care for yourself and others Feel able to help someone who needs first aid (broken bone).	3. Be able to identify when someone is having an allergic reaction to a bite or sting Be able to provide first aid treatment for someone who has been bitten or stung Be able to seek medical help if required	

				<p>4. Know how to ensure the safety of myself and others Know how to assess a casualty's condition calmly and give first aid to someone who is bleeding Be able to give first aid to a casualty who is in shock Know when to seek medical help for someone who is bleeding.</p>	
				<p>5. Recognise when someone is choking. Be able to administer first aid to a casualty that is choking (incl. back blows and tummy thrusts) Know when to seek medical help for a choking casualty.</p>	

Being Safe (Health Education)

Summary: Identify risks in the home, when outside the home and when using different modes of transport.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1. To be able to identify and make safe risks and hazards in and around the home. To be able to make an emergency call to 999.	1. To explain how to keep safe when walking on roads.	1. To explain how to keep safe around water.	1. To understand how to keep safe when cycling.	
	2. To be able to identify risks and hazards at school and know how to keep themselves safe.	3. To learn how to be safe on dark roads.		2. To understand how to keep safe when cycling.	

Changing Adolescent Body

Summary: Physical changes as they are entering adolescence.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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			1.To know some of the basic facts about puberty To know each person experiences puberty differently.	1.To know about the physical changes that happen at puberty.	1.To remind pupils about the physical, emotional and social changes that take place during puberty To dispel any myths about puberty To explore some of the concerns people might have during puberty.
			2.To understand the importance of personal hygiene at puberty	2.To understand what menstruation and wet dreams are To know how to manage menstruation and wet dreams..	
				3.To know the importance of hygiene during puberty	

Relationships Education

Respectful Relationships

Summary: Understanding respectful relationships with peers and family. Exploring stereotypes..

Anti-bullying week activities shared across year groups.

KS1		KS2			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.To be able to identify different behaviours that might be bullying.	1. To explore wants and needs.	1. Develop an awareness and definition of bullying and unkindness.	1.Developing an awareness of the role of victims, bullies, and bystanders.	1. To explore the concept of fairness and how people decide what is fair and unfair.	1. To learn what is meant by privilege
2. To sort wants and needs	2. To understand life in different countries.	2. Pupils learn about identity and explore what makes everyone special and unique.	2. To challenge gender stereotypes	2. To explore how and why people are excluded	2. To understand what trust means when online
3. To explore boy and girls wants and needs	3. Explore how life is different around the world.	3. To know about stereotyping of females and males and the link between stereotyping and discrimination.	3.To identify the qualities of a good friend	3.To understand gender stereotypes.	3. To understand stereotypes associated with homelessness

4. To celebrate being me. Differences and Similarities	4. Explore gender stereotypes in careers.	4. To explore family differences and stereotyping.	4. To recognise positive things about themselves.	4.To know how to deal with feelings in relationships	4. To understand hidden homelessness
5. To recognise positive qualities in themselves	5. Identify the qualities of a good friend.	5. To explain why you are proud of someone else.	5.To understand aspects of discrimination		5.To identify the qualities of a good friend
6. To recognise achievements	6. Introduce the concept of gender stereotypes and identify the differences between male and female.		6.Pupils learn about prejudice and how discrimination can affect people		6.To know what constitutes a positive healthy relationship To know that relationships change over time
7. To understand that there are lots of different toys that can be enjoyed by everyone, whether they are boy or girl.	7.To understand pride (as in being proud of something).		7.To understand rights in a friendship.		7. To understand how to develop positive self-talk
	8. To recognise how it feels to be proud of someone else.		8.To understand responsibilities in a friendship		
	9. To explain why you are proud of someone else.		9. To understand rights and responsibilities in a friendship		

Being Safe (Relationships Education)

Summary: Understanding how to be safe and feeling safe in relationships.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.To understand 'bad' secrets	1. To understand and learn the PANTS rules.	1. To know you can say no to bad touch	1.To begin to identify risks and risky behaviour.		
	2. To understand that they have the right to say "no" to unwanted touch.				

Caring Friendships

Summary: Navigating friendships and conflict resolution.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. To identify the qualities of a good friend.		1.To explore ways of resolving conflict.		1.To identify the qualities of a good friend.	

2. The importance of compliments.		2. To recap what a good friend is.			
3. To know what to say to a new friend.		3.To explore healthy relationships.			

Online Relationships

Summary: How to stay safe online - Linked with Online Safety.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.To understand personal information.	1.Understand what personal information is.	1.To understand how to stay safe online.	1.To identify and resist pressurising and manipulative behaviour.	1.To understand content which may be appropriate or inappropriate to share online	1.To identify different tactics someone might use to manipulate .
	2. Understand who to trust online.		2. To understand how a child's online actions can affect others.		2.Explain what to do if someone tries to pressure or manipulate them.
					3.To learn the importance of good sleep.

Families & People who care for me

Summary: Understanding different family dynamics and why families need to move or leave.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.To know that there are different types of families and they all have a special role.	1.To know that everyone needs to be cared for To know how they can care for others.			1.To understand reasons for migration.	
	2.To know about different types of families To know their home life is special.			2.To explore migration.	

Sex Education

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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					1.To know the difference between an adult intimate/loving relationship and other types of relationships To know how a baby is made (sexual intercourse) To know what pregnancy means.
					2.Know how a baby is made and grows (conception and pregnancy) To know what conception and pregnancy are.

Science

Growth and Development

Summary: How children and people grow. The effect this has on their bodies.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.To know they are changing and growing.	1.To explore some of the differences between males and females Understand that a male and female are needed to make a new life	1.To know the biological differences between males and females	1.To understand the main stages of the human lifecycle To understand the changes.	1.To think and talk about how they have grown and changed since they were babies.	
2.To know that everyone grows and changes and babies becoming children then adults.	2.To name the body parts To know the correct names for body parts, including reproductive/sex parts.				
	3.To know about growing young to old To know that all living things, including humans, start as babies. To identify ways they are growing and changing.				

Economic Education

Summary: Understanding the working environment and how money works.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		1.To understand the rights of a child	1.To understand what we spend money on	1.To understand deductions from payslips	1.To know there are a range of salaries for different jobs.
		2.To understand the link between being paid to do a job and having money to spend.	2.To understand ways to save and the benefits of saving.	2.To understand budgeting.	2.To understand 'value for money'.

Citizenship

Summary: Understanding voting and how the government makes decisions.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.To understand why voting is important.	1.To understand how the UK parliament is formed.	1.To explain why democracy is important.	1.To explain the importance of asking questions.		1.To understand how a parliamentary debate takes place in the House of Commons.