St Joseph the Worker
Progression Map for PSHE 2022

Core themes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children will learn …	Children will learn …	Children will learn …	Children will learn …	Children will learn …	Children will learn…
Health and Wellbeing	**Keeping well and clean** • that things people put into their bodies can affect how they feel • why hygiene is important and how simple hygiene routines can stop germs from being passed on • how physical activity and healthy eating helps them to stay healthy • what they can do to take care of themselves on a daily basis	**Healthy people** • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • to recognise the importance of knowing when to take a break from time online or TV • that a healthy person has good physical and mental health and wellbeing **Keeping safe** • how rules and restrictions help them to keep safe • how to identify risky and potentially unsafe	**Emotions and feelings** • that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing • that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity • how to talk about their	**Drug education. Alcohol and decision making.** • to understand the effect alcohol has on the body • to understand the law and risks relating to alcohol • to understand why people choose to use or not use legal drugs such as alcohol. **Healthy lifestyles** • about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	**Healthy lifestyles** • about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this • about what constitutes a healthy diet; benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay • about the benefits of good quality sleep on our health including the	**Mental health and online safety** • about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical health and wellbeing • why social media and some online games are age restricted • how to be a discerning consumer of information online and that information from search engines is

	• who helps help them to stay healthy **Awareness of feelings** • How to recognise and name different • A range of words to describe feelings • How to tell how people are feeling **Keeping safe** • that household products, including medicines, can be harmful if not used properly • how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy	situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them • that not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something	emotions and how to respond appropriately in different situations • strategies to manage transitions between classes and key stages. **Drug education.** **Smoking and basic first aid.** • to understand the impact of smoking and passive smoking • school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary)	• about what good physical health means and how to recognise early signs of physical illness • how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.	effects of lack of sleep on the body, feelings, behaviour and ability to learn **Drug education.** **Legal and illegal drugs**. • about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects • about different beliefs around drug use and drug users (using social norms e.g. very few young people smoke) • strategies to resist drug use	ranked, selected and targeted **Moving on** • to recognise their individuality and personal qualities, strengths and achievements and how these contribute to a sense of self-worth and mental health and wellbeing • about taking on more personal responsibility, managing setback and reframe unhelpful thinking • about change, including transitions (between Key Stages and schools), loss, separation,

	• some basic rules to keep safe online	that scares or concerns them, including how to get help in an emergency; how to dial 999 and what to say				divorce and bereavement
Relationships	**All about me** • what they like/dislike and are good • what makes them special and that everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common **My friendships**	**Making and breaking friendships** • about when friendships break up, or people move away **All about my feelings** • to recognise that not everyone feels the same at the same time or feels the same about the same things • about different things they can do to manage their own big feelings, to learn ways they can	**Peer influence/pressure** • to recognise the importance of self respect • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • about critical thinking and decision making **Different families** • about different types of family structures (e.g. single parent,	**Friendships/inclusion** • about discrimination and how to challenge it • that friendships change over time, including making new friends and having different types of friends • respecting the similarities and differences between people • that people feel included within healthy friendships; recognise when others may feel lonely or excluded.	**Friendships and coping with bullying** • about what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests etc.) and that the same principles apply to online friendships • know that friendships have ups and downs • the difference between 'knowing someone online' and 'knowing someone face-to-	**Conflict resolution** • about how to deal with conflicts as they arise • how to recognise pressure from others to do something that is unsafe, or that feels unsafe or uncomfortable, and strategies for managing this (including online)

	• about what makes a good friend • about different types of friends, including grown-ups • simple strategies to resolve conflict between friends • that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • What 'privacy' means and the importance of	help calm themselves down and help change their mood when they don't feel good • to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it	same sex, foster parents) • that positive family life is about caring relationships and giving love, security and stability.		face' and the associated risks • about the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline) **Being left out** • about respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background) • how it feels to be excluded or discriminated against	

	respecting others' privacy					
Living in the Wider World	**Being different** • more about other people's opinions and views • about the different groups they belong to (clubs, faith, cultural heritage etc) **The environment** • what can harm the local and global environment; how they and others can help care for it	**Money shopping and saving** • about spending money and understanding the importance of waiting for and checking • that I have choices about spending and saving money, and that people may make different choices about how to save and spend money **Special days** • about a range of festivals BV	**Me and my community** • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy **Where do things come from?**	**Local community – shared responsibilities** • to value the different contributions that people and groups make to the community • ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices) **Aspirations** • about career/gender stereotypes in the workplace and that a person's career	**Money** • I know that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money • that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) **Working together and aspirations** • how they can work together to bring about change .• about some of the skills, including enterprise skills,	**Democracy and decisions** • learn about government and parliament **Money and me** • about the role money plays in their own and others' lives, including the impact it can have on people's feelings and emotions • about risks associated with money including different ways money can be won or lost through gambling-related activities (including online) and the impact this has on health,

				• about sources of products and Fairtrade • that people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity.	aspirations should not be limited by them • about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs) **Managing money** • to recognise that people make spending decisions based on priorities, needs and wants • that I can keep my money in a standard bank account and the benefits this might have	that will help them in their future careers e.g. teamwork, communication and negotiation.	wellbeing and future aspirations • about enterprise and the skills that make someone 'enterprising' **Aspirations, work and career.** • that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • to identify the kind of job they might like to do when they are older • to recognise a variety of routes into careers (e.g. college,

				• that if I don't have enough money I may have to borrow but that if I do I will have to pay it back.		apprenticeship, university.