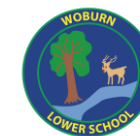


PSHE Progression Map - Woburn Lower School 2023 - 2024



Early Years		Key Stage 1		Lower Key Stage 2	
Knowledge Strand	3 to 4 Year Olds, Children in Reception, Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Physical Health and Wellbeing	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (PSED)</p> <p>Make healthy choices about food, drink, activity and tooth-brushing. (PSED)</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. (PD)</p> <p>Manage their own needs. - personal hygiene (PSED)</p> <p>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 (PSED)</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes (PD)</p> <p>Early Learning Goal, Personal Social and Emotional Development, Managing Self</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>That healthy food and drinks, physical activity and sleep support good health</p> <p>How food is associated with special times and different cultures</p> <p>Simple hygiene rules that can stop germs from spreading</p> <p>The importance of dental care</p> <p>Sun-safety</p>	<p>People who help us to stay healthy</p> <p>Medicines can help us to stay healthy</p> <p>Continuing to discuss healthy life-styles and healthy choices</p>	<p>How to make informed decisions about health, understanding the elements of a balanced, healthy lifestyle</p> <p>Recognising positive and negative habits</p> <p>Recognising that branding can affect what foods people choose to buy</p> <p>How to maintain good oral hygiene</p> <p>The benefits of small amounts of sun exposure but balancing this with keeping sun-safe</p> <p>Bacteria and viruses</p> <p>Preventing diseases and managing conditions ie: allergies</p>	<p>Why people may eat or avoid certain foods (religious moral cultural or health reasons)</p> <p>Other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p> <p>Continuing to discuss healthy life-styles and healthy choices and the dangers of ie: obesity and tooth decay</p> <p>The importance of balancing time online with other activities, strategies for managing time online</p> <p>Who to speak to if they are worried about any aspect of their health</p>
Keeping safe and managing risks		<p>How to keep safe at home - including safety with electrical appliances, household products and fire safety</p> <p>People who help keep us safe</p> <p>Rules that keep us safe</p>	<p>Rules and age restrictions that keep us safe</p> <p>Recognising risk in familiar situation and what actions to take</p> <p>Road safety</p> <p>E-safety</p>	<p>Keeping safe near rail, water, building sites and around fireworks</p> <p>How to predict, assess and manage risk in different situations</p> <p>Reasons for complying with regulations and</p>	<p>What to do in an emergency and basic emergency first aid procedures</p> <p>Road safety - becoming a road safety school representative</p> <p>E- safety</p>

		<p>Road safety</p> <p>E- Safety</p> <p>What to do if there is an accident and someone is hurt - dialling 999</p>		<p>restrictions and how they are protecting us</p> <p>Hazards in the home</p> <p>Road safety</p> <p>E-safety</p>	
<p>Identity, Society and Equality</p>	<p>Develop their sense of responsibility and membership of a community. (PSED)</p> <p>Begin to make sense of their own life-story and family's history. (UTW)</p> <p>Continue developing positive attitudes about the differences between people. (UTW)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW)</p> <p>See themselves as a valuable individual. (PSED)</p> <p>Build constructive and respectful relationships. (PSED)</p> <p>Talk about members of their immediate family and community. (UTW)</p> <p>Name and describe people who are familiar to them. (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (UTW)</p> <p>Early Learning Goal, Communication and Language, Speaking</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Early Learning Goal, Understanding the world, Past and Present</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>What makes ourselves and others special - we are all unique</p> <p>What are rules and why are they needed</p> <p>Roles and responsibilities at home and at school</p> <p>Co-operating with others</p>	<p>Exploring further ways that we are the same and different to others</p> <p>Talking to each other and sharing our opinions</p> <p>Listening to other people</p> <p>The responsibility of caring for other living things and for our environment</p> <p>Different roles and responsibilities that people have in our community</p>	<p>Valuing the differences and similarities between ourselves and others</p> <p>What contributes to who we are ie: ethnicity, family, gender, faith, culture, hobbies, likes/dislikes</p> <p>Recognising our own individuality and personal qualities and our own personal strengths, achievements and interests</p> <p>What is meant by community - valuing different contributions</p> <p>Caring for living things</p> <p>How to recognise prejudice that discriminates against others and ways of responding to it if witnessed or experienced</p> <p>To recognise reasons for rules and laws and consequences of not adhering to rules and laws</p>	<p>Britain as a Democratic society</p> <p>How laws are made</p> <p>Our local council</p> <p>Caring for our environment and recognising how everyday choices can affect the environment</p> <p>The new opportunities and responsibilities that increasing independence may bring</p> <p>What is meant by diversity and valuing diversity within a community</p> <p>Belonging to groups</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>

				<p>To recognise there are human rights that are there to protect everyone</p>	<p>How stereotypes can negatively influence behaviours and attitudes towards others and strategies for challenging stereotypes</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
<p>Drug, Alcohol and Tobacco education</p>		<p>What can go into our bodies and how it can make people feel</p>	<p>Why medicines are taken</p> <p>Safety around medicines</p> <p>Asthma medicines</p>	<p>The definition of a drug and that drugs (including medicines) can be harmful to people and can become a habit that is difficult to break</p> <p>The effects and risks of smoking tobacco and second hand smoke</p> <p>Mixed messages in the media about drugs</p> <p>Help that is available</p>	<p>That there are drugs (other than medicines) that are common in everyday life and why people choose to use them or not to use them</p> <p>To recognise that there are laws surrounding the use of drugs</p> <p>The effects and risks of drinking alcohol</p> <p>Different patterns of behaviour that are related to drugs use</p>
<p>Mental health and emotional wellbeing</p>	<p>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. (PSED)</p> <p>Early Learning Goal, Personal Social and Emotional Development, Self - Regulation</p> <p>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.</p>	<p>Different types of feelings and how they can make us behave</p> <p>Managing different feelings</p> <p>Change or loss and how this can feel</p>	<p>The importance of special people in our lives</p> <p>Thinking about how other people might be feeling</p> <p>Telling people how we feel and asking for help when we need it</p>	<p>Celebrating achievements and setting personal goals</p> <p>Strategies and behaviours that support good mental health</p> <p>Dealing with negativity from others</p>	<p>Mental health needs taking care of just like physical health</p> <p>Times of change or loss and how this makes us feel mentally and physically</p>

	<p>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>	<p>Understanding that people don't always feel the same as you do</p> <p>What makes us feel good?</p> <p>Moving to a new class</p>	<p>How can we help ourselves and others to feel better?</p> <p>Moving to a new class</p>	<p>Positive ways to deal with set-backs</p> <p>Everyday things that can effect feelings</p> <p>The importance of expressing feelings</p> <p>How to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Moving to a new class</p>	<p>How to deal with negative feelings - problem-solving strategies and reframing unhelpful thinking</p> <p>People that can help us</p> <p>Recognising warning signs about mental health and how to seek support for ourxxselves and others</p> <p>Moving to a new school</p>
Friendships	<p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. (CL)</p> <p>Start a conversation with an adult or a friend and continue it for many turns. (CL)</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. (PSED)</p> <p>Show more confidence in new social situations. (PSED)</p> <p>Play with one or more other children, extending and elaborating play ideas. (PSED)</p> <p>Develop social phrases. (CL)</p> <p>Early Learning Goal, Communication and Language, Listening and Attention</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Early Learning Goal, Personal Social and Emotional Development, Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs</p>	<p>How to make friends</p> <p>What makes a good friendship</p> <p>Asking for help if a friendship is making them unhappy</p> <p>How to treat ourselves and others with respect</p>	<p>How to recognise when they or someone else feels lonely and what to do</p> <p>Simple strategies to resolve arguments between friends positively</p>	<p>The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>What constitutes a positive healthy relationship</p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>Recognise if a friendship is making us feel unsafe or uncomfortable and how to ask for help</p>	<p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships</p> <p>To recognise the effects of online actions</p> <p>How friendships can change over time, making new friends and the benefits of having different types of friends</p> <p>Strategies for resolving disputes and reconciling differences positively and safely</p>
Managing hurtful	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (PSED)</p>	<p>What is kind and unkind behaviour and how this affects us and others</p>	<p>Recognising bullying and how it can make people feel</p>	<p>The impact that bullying can have</p>	<p>Strategies to respond to hurtful behaviour</p>

<p>behaviour and bullying</p>	<p>Increasingly follow rules, understanding why they are important. (PSED) Remember rules without needing an adult to remind them. (PSED) Develop appropriate ways of being assertive. (PSED) Talk with others to solve conflicts. (PSED) Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED) Understand gradually how others might be feeling. (PSED) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (CL) Express their feelings and consider the feelings of others. (PSED) Show resilience and perseverance in the face of challenge. (PSED) Identify and moderate their own feelings socially and emotionally. (PSED) Think about the perspectives of others. (PSED) Early Learning Goal, Personal Social and Emotional Development, Managing Self 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. Early Learning Goal, Physical Development, Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>How to deal with someone upsetting you</p> <p>Asking for help</p>	<p>Different types of bullying and how to respond to incidents of bullying</p> <p>What to do if you witness bullying</p>	<p>What discrimination means and how to challenge it</p> <p>To recognise and model respectful behaviour</p> <p>To recognise the importance of self-respect</p>	<p>experienced or witnessed, offline and online</p> <p>How to report concerns and get support</p>
<p>Careers and Economic wellbeing</p>	<p>Show interest in different occupations. (UTW)</p>	<p>Where money comes from</p> <p>Making choices when spending money</p> <p>Different types of jobs How jobs help people to earn money to pay for things</p>	<p>Why should we save money?</p> <p>Where to keep money safe</p> <p>The difference between needing something and wanting something and that we may not always be able to have what we want</p>	<p>What influences people's choices about spending and saving money</p> <p>The ways that money can impact on people's feelings and emotions</p> <p>That different jobs have different salaries</p> <p>Different ways to pay for things</p>	<p>Different types of careers and the different strengths and interests someone might need to do different jobs</p> <p>The risks of gambling</p>

<p>Sex and relationships education</p>		<p>Child friendly safeguarding policy</p> <p>Understanding and respecting that we are all similar and yet different</p> <p>Different people are a part of our lives in different ways</p> <p>How different people care for us</p> <p>Different types of families</p> <p>Common features of family life</p> <p>Talking about things that worry us</p> <p>Name the main parts of the body</p> <p>Parts of the body that are private</p>	<p>Child friendly safeguarding policy</p> <p>Biological differences between male and female animals and their role in the life cycle</p> <p>The biological differences between male and female children</p> <p>Growing and changing from young to old and how people's needs change</p>	<p>Child friendly safeguarding policy</p> <p>To recognise and respect that there are different types of family structures and that all types of family structures give love, support and security and share characteristics ie: commitment, caring for each other</p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>FGM is against British law, what to do and whom to tell if they or someone they know might be at risk</p> <p>For some people gender identity does not correspond with their biological sex</p> <p>Different types of relationships - how to deal with your feelings about and within a relationship</p> <p>Recognising that feelings can change over time and range in intensity</p>	<p>Child friendly safeguarding policy</p> <p>People may be attracted to someone emotionally romantically and sexually People may be attracted to someone of the same sex or a different sex</p> <p>The way we change throughout the human lifecycle</p> <p>The processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and there are ways to prevent a baby being made); how babies need to be cared for</p> <p>Physical changes associated with puberty, including key facts about the menstrual cycle, erections and wet dreams</p> <p>The impact of puberty on physical hygiene and strategies for managing this</p> <p>How puberty affects emotions and behaviour and how to manage this</p>

				<p>Marriage and civil partnership - forced marriage is illegal in this country</p> <p>How children can respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>How children can recognise acceptable and not acceptable physical contact and how to respond</p> <p>How children can recognise pressure from others to do something unsafe or that makes them uncomfortable and how to deal with this</p>	<p>Where to get more information, help and advice, especially for puberty</p>
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