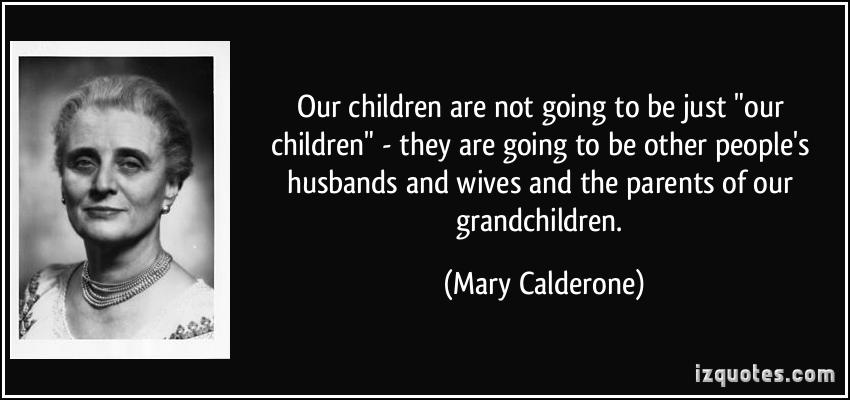
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**St Mary’s R.C Primary**



**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 |
| 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 |
| 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. |
| 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 |
| 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 |
| 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 |
| 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 |