

Progression Map - PSHE



		Implementation	Intent
Subject	Year Group	Knowledge - Declarative (Factual information) and Procedural (Skill/application of skills)	Applied Learning and Skills - Used for assessment and retrieval
PSHCE 1 - Difference and Diversity	Y3	<p>School Focus: Derbyshire PSHE Matters Syllabus</p> <p>Declarative: To know that the school has a shared set of values</p> <p>Declarative: To know why rules are needed and how these relate to choices and consequences</p> <p>Declarative: To know that it is important to listen</p> <p>Declarative: To know that actions can affect others' feelings</p> <p>declarative: To know that others may hold different views</p> <p>Declarative: To know what a personal goal is</p> <p>Declarative: To understand what a challenge is</p> <p>Declarative: To know what compassion is</p> <p>Declarative: To know what empathy is</p> <p>Procedural: To know how to work collaboratively</p>	<p>R10 - To be able to listen and respond respectfully to a wide range of people</p> <p>R13 - To be able to recognise the similarities and differences between people but understand that everyone is equal</p> <p>R14 - Recognising the nature and consequences of discrimination.</p> <p>R16 - Recognising and challenging stereotypes</p>
PSHCE 1 - Difference and Diversity	Y4		
PSHCE 1 - Difference and Diversity	Y5	<p>School Focus: PSHE Matters</p> <p>Declarative: To know that democracy and having a voice benefits the school community</p> <p>Declarative: To know the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Declarative: To know what empathy is</p> <p>Procedural: To know how to face new challenges positively</p> <p>Procedural: To know how to set personal goals</p> <p>Procedural: To know how their actions have an effect on themselves and others</p> <p>Procedural: To know how to contribute towards a democratic process</p>	<p>R10 - To be able to listen and respond respectfully to a wide range of people</p> <p>R13 - To be able to recognise the similarities and differences between people but understand that everyone is equal</p> <p>R14 - Recognising the nature and consequences of discrimination.</p> <p>R16 - Recognising and challenging stereotypes</p> <p>R17 - Understanding the correct use of the term sex, gender identity, and sexual orientation.</p>
PSHCE 1 - Difference and Diversity	Y6		

PSHCE 2 - Being Me	Y3		
PSHCE 2 - Being Me	Y4	<p>School Focus: PSHE Matters</p> <p>Declarative: To know the different roles in the school community</p> <p>Declarative: To know their place within the school community</p> <p>Declarative: To know what feeling motivated is</p> <p>Declarative: To know what feeling unmotivated is</p> <p>Declarative: To know what democracy is (applied to pupil voice in school)Declarative: To know that their own actions affect themselves and others</p> <p>Declarative: To know that having a voice and democracy benefits the school community</p> <p>Procedural: To know how groups work together to reach a consensus</p> <p>Procedural: To know how individual attitudes and actions make a difference to a class</p> <p>Procedural: To know how to help friends make positive choices</p> <p>Procedural: To know how to make others feel valued and welcome</p> <p>Procedural: To know how a school community benefits from having a Learning Charter</p>	<p>L7 - To be able to explore different kinds of responsibilities at school and in the community</p> <p>L9 - To be able to identify what being part of a community means.</p> <p>L11 - To be able to appreciate the range of identities in the UK.</p> <p>R10 - To be able to listen and respond respectfully.</p> <p>R13 - To be able to identify that differences and similarities between people arise from a number of factors</p>
PSHCE 2 - Being Me	Y5		
PSHCE 2 - Being Me	Y6	<p>School Focus: PSHE Matters</p> <p>Declarative: To know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Declarative: To know what fears and worries are</p> <p>Declarative: To know what effective group work is</p> <p>Declarative: To know about the lives of children in other parts of the world</p> <p>Declarative: To know that personal choices can affect others locally and globally</p> <p>Declarative: To know that their own choices result in different consequences and rewards</p> <p>Procedural: To know how to set goals for the year ahead</p> <p>Procedural: To know how to make others feel valued and welcomed</p> <p>Procedural: To know how to be a positive role model</p>	<p>L7 - To be able to explore different kinds of responsibilities at school and in the community</p> <p>L9 - To be able to identify what being part of a community means.</p> <p>R13 - To be able to identify that differences and similarities between people arise from a number of factors</p>

PSHCE 3 - Changes	Y3		
PSHCE 3 - Changes	Y4	<p>School Focus: PSHE Matters</p> <p>Declarative: To know that personal characteristics are inherited from birth parents.</p> <p>Declarative: To know that change can bring about a range of different emotions</p> <p>Procedural: To know how to manage emotion relating to change</p>	<p>H6 - To be able to understand good and not so good feelings including their range and intensity.</p> <p>H7 - To be able to develop an understanding that change can cause conflicting emotions.</p> <p>H7 - To be able to acknowledge, explore and identify how to manage change positively.</p> <p>H8 - To be able to explore changes.</p> <p>H14 - To be able to know where to go for help and where to ask for help.</p>
PSHCE 3 - Changes	Y5		
PSHCE 3 - Changes	Y6	<p>School Focus: PSHE Matters</p> <p>Declarative: To know that people can hold power over others individually or in a group</p> <p>Declarative: To know that power can play a part in a bullying or conflict situation</p> <p>Declarative: To know that there are different perceptions of 'being normal' and where these might come from</p> <p>Declarative: To know that difference can be a source of celebration as well as conflict.</p> <p>Declarative: to know that being different can affect someone's life</p> <p>Declarative: To know that people with disabilities can live amazing lives</p> <p>Procedural: To know how to empathise with people who are different and be aware of my own feelings towards them</p>	<p>H6 -To be able to explain the intensity of feelings.</p> <p>H6 - To be able to explore and manage difficult emotions.</p> <p>H7 - To be able to acknowledge and manage change positively</p> <p>H8 - To be able to manage transition to secondary school.</p> <p>H8 - To be able to explore and manage loss, separation, divorce and bereavement.</p> <p>H14 - To be able to practise asking for help, and knowing where to go for help.</p>

PSHCE 4 - Dreams and Goals	Y3	<p>School Focus: PSHE Matters</p> <p>Declarative: To know that they are responsible for their own learning</p> <p>Declarative: To know what an obstacle is and how they can hinder achievement</p> <p>Declarative: To know what their own strengths are as a learner</p> <p>Declarative: To know about specific people who have overcome difficult challenges to achieve success</p> <p>Procedural: To know how to take steps to overcome obstacles now what dreams and ambitions are important to them</p> <p>Procedural: To know how they can best overcome learning challenges</p> <p>Procedural: To know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>To be able to break down a goal into small steps</p> <p>To be able to manage feelings of frustration linked to facing obstacles</p> <p>To be able to Imagine how it will feel when they achieve their dream/ambition</p> <p>To be able to recognise other people’s achievements in overcoming difficulties</p> <p>To be able to recognise how other people can help them to achieve their goals</p> <p>To be able to share their success with others</p>
PSHCE 4 - Dreams and Goals	Y4	<p>School Focus: PSHE Matters</p> <p>Declarative: To know that hopes and dreams don’t always come true</p> <p>Procedural: To know how to make a new plan and set new goals even if they have been disappointed</p> <p>Procedural: To know how to work as part of a successful group</p> <p>Procedural: To know how to share in the success of a group</p>	<p>To be able to talk about their hopes and dreams and the feelings associated with these</p> <p>To be able to identify the feeling of disappointment</p> <p>To be able to identify a time when they have felt disappointed</p> <p>To be able to cope with disappointment</p> <p>To be able to help others to cope with disappointment</p> <p>To be able to identify what resilience is</p> <p>To be able to demonstrate a positive attitude</p> <p>To be able to enjoy being part of a group challenge</p> <p>To be able to share their success with others</p> <p>To be able to store feelings of success (in their internal treasure chest) to be used at another time</p>
PSHCE 4 - Dreams and Goals	Y5	<p>School Focus: PSHE Matters</p> <p>Declarative: To know about a range of jobs that are carried out by people I know</p> <p>Declarative: To know the types of job they might like to do when they are older</p> <p>Declarative: To know that young people from different cultures may have different dreams and goals</p>	<p>To be able to verbalise what they would like their life to be like when they are grown up.</p> <p>To be able to appreciate the contributions made by people in different jobs.</p> <p>To be able to appreciate the differences between themselves and someone from another culture.</p>
PSHCE 4 - Dreams and Goals	Y6	<p>School Focus: PSHE Matters</p> <p>Declarative: To know that they will need money to help them to achieve some of their dreams.</p> <p>Declarative: To know that different jobs pay more money than others.</p> <p>Declarative: To know that communicating with someone from a different culture means they can learn from them and vice versa</p>	<p>To be able to appreciate the opportunities learning and education can give them.</p> <p>To be able to verbalise why they might need money to help them achieve their dreams and goals.</p> <p>To be able to reflect on their own learning goals and those of someone from a different culture.</p>

<p>PSHCE 5 - Being Healthy, Being Safe (Including Drugs/Online Safety)</p>	<p>Y3</p>	<p>School Focus: PSHE Matters Declarative: To know how exercise affects their bodies Declarative: To know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p>	<p>Being Healthy: H1 - To be able to explore what affects their physical, mental and emotional health. H2 - To be able to understand the concept and benefits of a balance healthy lifestyle H2 - To be able to identify how to make informed choices.. H3 - To be able to understand what is included in a balance diet. H3 - To be able to understand what may influence our choices. H5 - To be able to set goals.</p>
<p>PSHCE 5 - Being Healthy, Being Safe (Including Drugs/Online Safety)</p>	<p>Y4</p>	<p>Declarative: To know that there are different types of drugs Declarative: To know that there are things, places and people that can be dangerous Declarative: To know when something feels safe or unsafe Declarative: To know why their hearts and lungs are such important organs Declarative: To know a range of strategies to keep themselves safe</p>	<p>Being Safe: H2 - To be able to understand how to make informed choices H10 - To be able to explore how to recognise, predict and assess risks in different situations. H11 - To be able to understand that increased independence brings increased responsibility to keep themselves safe. H15 - To be able to understand how rules can keep them safe. H15 To be able to identify where and how to get help. H21 - To be able to develop strategies for keeping physically and emotional safe in different situations. H22 - To be able to understand the importance in protecting information, particularly online. H23/24/25 - To be able to understand how to become digitally responsible.</p>

<p>PSHCE 5 - Being Healthy, Being Safe (Including Drugs/Online Safety)</p>	<p>Y5</p>	<p>School Focus: PSHE Matters Declarative: To know how to take responsibility for their own health. Declarative: To know how to make choices that benefit their own health and well-being. Declarative: To know what it means to be emotionally well. Declarative: To know some of the dangers of being “online”. Procedural: To know the different ages for social media use.</p>	<p>Being Healthy: H1 - To be able to explore what affects their physical, mental and emotional health. H2 - To be able to understand the concept and benefits of a balance healthy lifestyle H2 - To be able to identify how to make informed choices.. H3 - To be able to explore how we make choices about the food we eat. H3 - To be able to develop skills to make their own choices. H4 - To be able to recognise how images in the media do not always reflect reality. H5 - To be able to set simple but challenging goals. H16 - To be able to explore what is meant t by the term 'habit' and why habits can be hard to change.</p>
<p>PSHCE 5 - Being Healthy, Being Safe (Including Drugs/Online Safety)</p>	<p>Y6</p>	<p>School Focus: PSHE Matters Declarative: To know the risks of smoking and how tobacco affects the lungs, liver and heart. Declarative: To know some of the risks linked to misusing alcohol and drugs, including antisocial behaviour. Declarative: To know a variety of problems that the world is facing Declarative: To know some ways in which they could work with others to make the world a better place</p>	<p>Being Safe: H2 - To be able to understand how to make informed choices H10 - To be able to explore how to recognise, predict and assess risks in different situations. H11 - To be able to understand that increased independence brings increased responsibility to keep themselves safe. H15 - To be able to explain how rules can keep them safe. H15 - To be able to identify where and how to get help. H16 - To be able to able understand the term 'habit'. H21 - To be able to develop strategies for keeping physically and emotionally safe in different situations. H22 - To be able to understand the importance in protecting information, particularly online. H23/24/25 - To be able to understand how to become digitally responsible.</p>

PSHCE 6 - Relationships (RSE)	Y3	<p>School Focus: PSHE Matters</p> <p>Declarative: To know that different family members carry out different roles or have different responsibilities within the family</p> <p>Declarative: To know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Declarative: To know some strategies for keeping themselves safe online</p> <p>Declarative: To know that they and all children have rights (UNCRC)</p> <p>Declarative: To know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Declarative: To know the lives of children around the world can be different from their own</p> <p>Declarative: To know that they are connected to the global community in many different ways</p> <p>Procedural: To know how some of the actions and work of people around the world help and influence my life</p> <p>Procedural: To know how to access help if they are concerned about anything on social media or the internet.</p>	<p>To be able to identify the responsibilities they have within their family</p> <p>To be able to use Solve-it-together in a conflict scenario and find a win-win outcome</p> <p>To be able to empathise with people from other countries who may not have a fair job/ less fortunate.</p> <p>To be able to identify similarities in children's rights around the world</p> <p>To be able to identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>
PSHCE 6 - Relationships (RSE)	Y4	<p>School Focus: PSHE Matters</p> <p>Declarative: To know some reasons why people feel jealousy</p> <p>Declarative: To know that loss is a normal part of relationships</p> <p>Declarative: To know that negative feelings are a normal part of loss</p> <p>Declarative: To know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p> <p>Procedural: to know how to tell you about someone they no longer see</p>	<p>To be able to identify feelings and emotions that accompany jealousy</p> <p>To be able to suggest positive strategies for managing jealousy</p> <p>To be able to identify people who are special to them and express why</p> <p>To be able to identify the feelings and emotions that accompany loss</p> <p>To be able to suggest strategies for managing loss</p> <p>To be able to suggest ways to manage relationship changes including how to negotiate</p>
PSHCE 6 - Relationships (RSE)	Y5	<p>School Focus: PSHE Matters</p> <p>Declarative: To know that there are different types of relationships.</p> <p>Declarative: To recognise what a healthy relationship is.</p>	<p>To be able to celebrate what they like about their own and others' self-image and body image</p>

		<p>Declarative: To know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Declarative: To know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>To be able to suggest ways to boost self-esteem of self and others</p> <p>To be able to recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>To be able to ask questions about puberty to seek clarification</p>
PSHCE 6 - Relationships (RSE)	Y6	<p>School Focus: PSHE Matters</p> <p>Declarative: To know the importance of self-esteem and what they can do to develop it</p> <p>Declarative: To know that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn’t feel pressured into doing something they don't want to.</p> <p>Declarative: To know what they are looking forward to and what they are worried about when thinking about transition to secondary school</p> <p>Procedural: To know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Procedural: To know how being physically attracted to someone changes the nature of the relationship</p>	<p>To be able to recognise ways they can develop their own self-esteem</p> <p>To be able to express how they feel about the changes that will happen to them during puberty</p> <p>To be able to recognise how they feel when they reflect on the development and birth of a baby</p> <p>To be able to celebrate what they like about their own and others’ self- image and body-image</p> <p>To be able to strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>