

PSHE Progression Map

Advice from a frog.

- *Make a splash*
- *Look before you leap*
- *Don't jump to conclusions*
- *Enjoy keeping fit*
- *Stretch your legs often*
- *Eat well and healthily*

Donna Szekely

Kathy Calvin

Motcombe School



Flying high together

PSHE Curriculum Map



| |
|---|
| Objective To know about being me in my world |
| Enquiry Who am I and how do I fit?  |
| Substantive Knowledge (Content) EYFS <ul style="list-style-type: none">Know they have a right to learn and play, safely and happilyKnow that some people are different from themselvesKnow that hands can be used kindly and unkindly |
| Substantive Knowledge (Content) Y1 <ul style="list-style-type: none">Understand their own rights and responsibilities with their classroomUnderstand that their choices have consequencesUnderstand that their views are important |
| Substantive Knowledge (Content) Y2 <ul style="list-style-type: none">Understand the rights and responsibilities of class membersKnow about rewards and consequences and that these stem from choicesKnow that it is important to listen to other peopleUnderstand that their own views are valuable |
| Future Learning Y3 <ul style="list-style-type: none">Know that the school has a shared set of valuesKnow why rules are needed and how these relate to choices and consequencesKnow that actions can affect others’ feelingsKnow that others may hold different views |

Skills

| |
|------------|
| Identify |
| Play |
| Consider |
| Understand |
| Know |
| Show |
| Cooperate |

Key vocabulary

EYFS

| | |
|--|--|
| Feelings - angry, happy, excited, nervous, | |
| Kind | |
| Gentle | |
| Rights | |
| Responsibilities | |
| Similarity | |
| Difference | |
| Sharing | |
| Taking turns | |

Key vocabulary

Y1

| | |
|---|--|
| Feelings - proud, calm, upset, disappointed | |
| Safe | |
| Special | |
| Rewards | |
| Consequences | |


Key vocabulary


Y2

| | |
|---------------|--|
| Responsible | |
| Action | |
| Negative | |
| Positive | |
| Cooperate | |
| Problem Solve | |


Assessment Points


| | |
|------|--|
| EYFS | <ul style="list-style-type: none">Identify feelings associated with belongingCo-operate with othersConsider others’ feelings |
| Y1 | <ul style="list-style-type: none">Understand that they are safe in their classIdentify helpful behaviours to make the class a safe placeRecognise that they have choices |
| Y2 | <ul style="list-style-type: none">Know how to make their class a safe and fair placeShow good listening skillsCo-operative with others |

| |
|---|
| Thrive Links <ul style="list-style-type: none">Understand consequences and contextsDevelop an identity |
| EYFS Coverage <ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <i>Self-Regulation ELG</i>Work and play cooperatively and take turns with others; Show sensitivity to their own and to others’ needs <i>Building Relationships ELG</i> |
| Target Tracker statements Y1 <ul style="list-style-type: none">I can explain why my class is a safe and happy place to learnI can give different examples of how I make my class a safe and happy place to learn. |
| Target Tracker statements Y2 <ul style="list-style-type: none">I can tell you some things that make my class safe and fairI can compare my own and my friend’s choices and can express why some are better than othersI can say how my behaviour can impact others in class. |
| SEN/D minimum expectations EYFS <ul style="list-style-type: none">Identify feelings associated with belonging Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y1 <ul style="list-style-type: none">I can tell you something positive that I like about being in my class Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y2 <ul style="list-style-type: none">I can tell you some things that make my class a safe and fair place Topics will be reinforced in Thrive 1:1 and group sessions |
| High prior attainment and extension opportunities Use reasoning to explain choices and opinions |
|  |


| |
|---|
| Objective To identify similarities and differences |
| Enquiry How am I unique?  |
| Substantive Knowledge (Content) EYFS <ul style="list-style-type: none">Know what being unique meansKnow the names of some emotions such as happy, sad, frightened, angryKnow why having friends is importantKnow some qualities of a positive friendshipKnow that they don't have to be 'the same as' to be a friend |
| Substantive Knowledge (Content) Y1 <ul style="list-style-type: none">Know what bullying meansKnow who to tell if they or someone else is being bullied or is feeling unhappyKnow that people are unique and that it is OK to be different |
| Substantive Knowledge (Content) Y2 <ul style="list-style-type: none">Know the difference between a one-off incident and bullyingKnow that sometimes people get bullied because of differenceKnow that friends can be different and still be friends |
| Future Learning Y3 <ul style="list-style-type: none">Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they doKnow that conflict is a normal part of relationshipsKnow that some words are used in hurtful ways and that this can have consequences |


| | |
|--|--|
| Skills | |
| Recognise | |
| Identify | |
| Understand | |
| Explain | |
| Know | |
| Key vocabulary EYFS | |
| Feelings - happy, sad, frightened, angry, proud | |
| Different | |
| Special | |
| Friends | |
| Kind | |
| Same | |
| Similar | |
| Key vocabulary Y1 | |
| Feelings - proud, calm, upset, disappointed | |
| Safe | |
| Special | |
| Rewards | |
| Consequences | |
| Key vocabulary Y2 | |
| Responsible | |
| Action | |
| Negative | |
| Positive | |
| Cooperate | |
| Problem Solve | |
| Assessment Points | |
| EYFS | <ul style="list-style-type: none">Recognise emotions when they or someone else is upset, frightened or angryIdentify and use skills to make a friendIdentify some ways they can be different and the same as othersIdentify and use skills to stand up for themselves |
| Y1 | <ul style="list-style-type: none">Identify what is bullying and what isn'tUnderstand how being bullied might feelRecognise ways in which they are the same as their friends and ways they are different |
| Y2 | <ul style="list-style-type: none">Explain how being bullied can make someone feelKnow how to stand up for themselves when they need toUnderstand that everyone's differences make them special and unique |

| |
|---|
| Thrive Links <ul style="list-style-type: none">Has a positive sense of self and individual identityAdapts to different roles and relationships |
| EYFS Coverage <ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <i>Self-Regulation ELG</i>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs <i>Building Relationships ELG</i> |
| Target Tracker statements Y1 <ul style="list-style-type: none">I can tell you some ways that I am different and similar to other people in my class, and why this makes us all specialI can explain what bullying is and how being bullied might make somebody feel |
| Target Tracker statements Y2 <ul style="list-style-type: none">I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypesI can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends |
| SEN/D minimum expectations EYFS <ul style="list-style-type: none">Recognise emotions when they or someone else is upset, frightened or angry Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y1 <ul style="list-style-type: none">I can talk about one thing that makes me different from my friends and one thing that makes me the same Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y2 <ul style="list-style-type: none">I can name some differences and similarities between me and other people in my class Topics will be reinforced in Thrive 1:1 and group sessions |
| High prior attainment and extension opportunities Use reasoning to explain choices and opinions |
|  |


| |
|--|
| Objective To identify goals and when I have achieved them |
| Enquiry What are my dreams?  |
| Substantive Knowledge (Content) EYFS <ul style="list-style-type: none">Know what a challenge isKnow that it is important to keep tryingKnow what a goal is |
| Substantive Knowledge (Content) Y1 <ul style="list-style-type: none">Know how to set simple goalsKnow how to achieve a goalKnow how to identify obstacles which make achieving their goals difficult and work out how to overcome themKnow when a goal has been achieved |
| Substantive Knowledge (Content) Y2 <ul style="list-style-type: none">Know how to choose a realistic goal and think about how to achieve itKnow that it is important to persevereKnow how to recognise what working together well looks like |
| Future Learning Y3 <ul style="list-style-type: none">Know that they are responsible for their own learningKnow what an obstacle is and how they can hinder achievementKnow how to take steps to overcome obstaclesKnow what dreams and ambitions are important to them |

| | |
|--|--|
| Skills | |
| Understand | |
| Develop | |
| Recognise | |
| Explain | |
| Work | |
| Choose | |
| | |
| Key vocabulary EYFS | |
| Feelings - happy | |
| Goal | |
| Encourage | |
| Job | |
| Challenge | |
| Perseverance | |
| Kind | |
| | |
| Key vocabulary Y1 | |
| Feelings - proud, calm, upset, disappointed | |
| Success | |
| Celebrate | |
| Achieve | |
| Challenge | |
| Obstacle | |
| Overcome | |
| | |
| Key vocabulary Y2 | |
| Realistic | |
| Achievement | |
| Strength | |
| Persevere | |
| Product | |
| Learning Together | |
| | |
| Assessment Points | |
| EYFS | <ul style="list-style-type: none">Understand that challenges can be difficultDevelop resilienceRecognise some of the feelings linked to perseveranceRecognise how kind words can encourage people |
| Y1 | <ul style="list-style-type: none">Recognise things that they do wellExplain how they learn bestRecognise their own feelings when faced with a challenge/obstacleRecognise how they feel when they overcome a challenge/obstacle |
| Y2 | <ul style="list-style-type: none">Recognise how working with others can be helpfulWork Effectively with a partnerChoose a partner with whom they work wellWork as part of a group |

| |
|--|
| Thrive Links <ul style="list-style-type: none">To distinguish between fantasy and reality |
| EYFS Coverage <ul style="list-style-type: none">Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <i>Self-Regulation ELG</i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <i>Managing Self ELG</i> |
| Target Tracker statements Y1 <ul style="list-style-type: none">I can explain why my internal treasure chest is an important place to store happy memoriesI can explain how I feel when I am successful and how this can be celebrated positively. |
| Target Tracker statements Y2 <ul style="list-style-type: none">I can identify a range of feelings about group workI can explain how I played my part in a group and the parts other people played in meeting an end goal. |
| SEN/D minimum expectations EYFS <ul style="list-style-type: none">Understand that challenges can be difficultDevelop resilience Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y1 <ul style="list-style-type: none">I can tell you about a challenge and what I did well. Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y2 <ul style="list-style-type: none">I can tell you what I did to help my group make an end product Topics will be reinforced in Thrive 1:1 and group sessions |
| High prior attainment and extension opportunities Use reasoning to explain choices and opinions |
|  |


| |
|--|
| Objective To identify how to be healthy |
| Enquiry What helps me thrive?  |
| Substantive Knowledge (Content) EYFS <ul style="list-style-type: none">Know what the word ‘healthy’ meansKnow some things that they need to do to keep healthyKnow the names for some parts of their bodyKnow when and how to wash their hands properlyKnow how to say no to strangers |
| Substantive Knowledge (Content) Y1 <ul style="list-style-type: none">Know the difference between being healthy and unhealthyKnow how to make healthy lifestyle choicesKnow that all household products, including medicines, can be harmful if not used properlyKnow how to keep safe when crossing the road |
| Substantive Knowledge (Content) Y2 <ul style="list-style-type: none">Know what their body needs to stay healthyKnow what relaxed meansKnow why healthy snacks are good for their bodiesKnow which foods given their bodies energy |
| Future Learning Y3 <ul style="list-style-type: none">Know how exercise affects their bodiesKnow that there are different types of drugsKnow that there are things, places and people that can be dangerousKnow when something feels safe or unsafe |


| | |
|--|---|
| Skills | |
| Understand | |
| Develop | |
| Recognise | |
| Explain | |
| Work | |
| Choose | |
| Key vocabulary EYFS | |
| Feelings – happy, scared | |
| Healthy | |
| Exercise | |
| Sleep | |
| Wash | |
| Clean | |
| Stranger | |
| Key vocabulary Y1 | |
| Unhealthy | |
| Balanced | |
| Choices | |
| Toiletries | |
| Hygienic | |
| Safe medicines | |
| Green Cross Code | |
| Key vocabulary Y2 | |
| Feelings – tense, calm, relaxed | |
| Lifestyle | |
| Motivation | |
| Portion | |
| Proportion | |
| Energy | |
| Fuel | |
| Nutritious | |
| Assessment Points | |
| EYFS | <ul style="list-style-type: none">Explain what they need to do to stay healthyRecognise how exercise makes them feelName examples of healthy foodExplain what to do if a stranger approaches them |
| Y1 | <ul style="list-style-type: none">Keep themselves safeRecognise how being healthy helps them to feel happenRecognise ways to look after themselves if they feel poorlyRecognise when they feel frightened and know how to ask for help |
| Y2 | <ul style="list-style-type: none">Feel positive about caring for their bodies and keeping it healthyHave a healthy relationship with foodDesire to make healthy lifestyle choices |

| |
|--|
| Thrive Links <ul style="list-style-type: none">To understand consequences and contexts |
| EYFS Coverage <ul style="list-style-type: none">Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <i>Managing Self ELG</i> |
| Target Tracker statements Y1 <ul style="list-style-type: none">I can tell you something amazing about how my body works and something I need to do to keep it safe and healthyI can give examples of when being healthy can help me feel happy |
| Target Tracker statements Y2 <ul style="list-style-type: none">I can explain why foods and medicines can be good for my body comparing my ideas with less healthy / unsafe choicesI can compare my own and my friends’ choices and can express how it feels to make healthy and safe choices |
| SEN/D minimum expectations EYFS <ul style="list-style-type: none">Recognise how exercise makes them feelName examples of healthy foodExplain what to do if a stranger approaches them Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y1 <ul style="list-style-type: none">I know that my body is special and I need to take care of it Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y2 <ul style="list-style-type: none">I can say how I feel about being healthy Topics will be reinforced in Thrive 1:1 and group sessions |
| High prior attainment and extension opportunities Use reasoning to explain choices and opinions |
|  |


| |
|---|
| Objective To know how to behave with other people |
| Enquiry How can I be a good friend?  |
| Substantive Knowledge (Content) EYFS <ul style="list-style-type: none">Know what a family isKnow some of the characteristics of healthy and safe friendshipsKnow that friends sometimes fall outKnow some ways to mend a friendshipKnow that unkind words can never be taken back and they can hurt |
| Substantive Knowledge (Content) Y1 <ul style="list-style-type: none">Know that everyone’s family is differentKnow that families are founded on belonging, love and careKnow that physical contact can be used as a greetingKnow how to make a friendKnow who to ask for help in the school community |
| Substantive Knowledge (Content) Y2 <ul style="list-style-type: none">Know that there are lots of forms of physical contact within a familyKnow how to stay stop if someone is hurting themKnow there are good secrets and worry secrets and why it is important to share worry secretsKnow what trust is |
| Future Learning Y3 <ul style="list-style-type: none">Know that different family members carry out different roles or have different responsibilities within the familyKnow some of the skills of friendship, e.g. taking turns, being a good listenerKnow some strategies for keeping themselves safe onlineKnow that they and all children have rights (UNCRC) |

| | |
|--|---|
| Skills | |
| Understand | |
| Develop | |
| Recognise | |
| Explain | |
| Work | |
| Choose | |
| Key vocabulary EYFS | |
| Feelings – Angry, upset, calm, lonely | Friend |
| Family | Argue |
| Jobs | Breathing |
| Relationship | |
| Key vocabulary Y1 | |
| Feelings - proud | Community |
| Belong | Confidence |
| Qualities | Celebrate |
| Like | Appreciate |
| Dislike | |
| Key vocabulary Y2 | |
| Feelings – frightened | Conflict |
| Similarities | Trust, Trustworthy |
| Co-operate | Honesty |
| Communication | Reliability |
| Acceptable and not acceptable | |
| Assessment Points | |
| EYFS | <ul style="list-style-type: none">Identify what jobs they do in their family and those carried out by parents/carers and siblingsSuggest ways to make a friend or help someone who is lonelyRecognise what being angry feels like |
| Y1 | <ul style="list-style-type: none">Express how it feels to be part of a family and to care for family membersSay what being a good friend meansIdentify forms of physical contact they preferSay no when they receive a touch they don’t like |
| Y2 | <ul style="list-style-type: none">Recognise and talk about the types of physical contact that is acceptable or unacceptableIdentify the negative feelings associated with keeping a worry secretIdentify who they trust in their own relationships |

| |
|---|
| Thrive Links <ul style="list-style-type: none">To adapt to different roles and relationships.To explore power with responsibility |
| EYFS Coverage <ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <i>Self-Regulation ELG</i>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’ needs <i>Building Relationships ELG</i> |
| Target Tracker statements Y1 <ul style="list-style-type: none">I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.I can also explain how my qualities help these relationships.I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. |
| Target Tracker statements Y2 <ul style="list-style-type: none">I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. |
| SEN/D minimum expectations Topics will be reinforced in Thrive 1:1 and group sessions EYFS <ul style="list-style-type: none">Identify what jobs they do in their family and those carried out by parents/carers and siblingsRecognise what being angry feels like |
| Y1 <ul style="list-style-type: none">I can tell you why I like some people and who I might go to for help if I need it. Topics will be reinforced in Thrive 1:1 and group sessions |
| Y2 <ul style="list-style-type: none">I can tell you ways that might help me to solve problems in my relationships. Topics will be reinforced in Thrive 1:1 and group sessions |
| High prior attainment and extension opportunities Use reasoning to explain choices and opinions |
|  |

| |
|---|
| Objective To identify the ways that people change |
| Enquiry How do I change as I get older?  |
| Substantive Knowledge (Content) EYFS <ul style="list-style-type: none">Know the names and functions of some parts of the body (see vocabulary list)Know that we grow from baby to adultKnow who to talk to if they are feeling worried |
| Substantive Knowledge (Content) Y1 <ul style="list-style-type: none">Know the names of male and female private body partsKnow that there are correct names for private body parts and nicknames, and when to use themKnow which parts of the body are private and that they belong to that person and that nobody has the right to hurt theseKnow who to ask for help if they are worried or frightened |
| Substantive Knowledge (Content) Y2 <ul style="list-style-type: none">Know the physical differences between male and female bodiesKnow that private body parts are special and that no one has the right to hurt theseKnow who to ask for help if they are worried or frightenedKnow there are different types of touch and that some are acceptable and some are unacceptable |
| Future Learning Y3 <ul style="list-style-type: none">Know that the male and female body needs to change at puberty so their bodies can make babies when they are adultsKnow some of the outside body changes that happen during pubertyKnow some of the changes on the inside that happen during puberty |

| | |
|--|--|
| Skills | |
| Understand | |
| Develop | |
| Recognise | |
| Explain | |
| Work | |
| Choose | |
| Key vocabulary EYFS | |
| Feelings – worried, excited | |
| Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand | |
| Baby | |
| Grown-up | |
| Change | |
| Excited | |
| Memories | |
| Key vocabulary Y1 | |
| Feelings – anxious, worried, excited | |
| Changes | |
| Life-cycle | |
| Adulthood | |
| Mature | |
| Male, Female | |
| Vagina, Penis, Testicles, Vulva, Anus, | |
| Key vocabulary Y2 | |
| Feelings - like, dislike, comfortable, uncomfortable, nervous, happy | |
| Grow | |
| Appearance | |
| Physical | |
| Public, Private | |
| Baby, toddler, child, teenager | |
| Acceptable, unacceptable | |
| Assessment Points | |
| EYFS | <ul style="list-style-type: none">Recognise that changing class can elicit happy and/or sad emotionsSay how they feel about changing class/ growing upIdentify how they have changed from a baby |
| Y1 | <ul style="list-style-type: none">Understand and accept that change is a natural part of getting olderSuggest ways to manage change, e.g. moving to a new classIdentify some things that have changed and some things that have stayed the same since being a baby (including the body) |
| Y2 | <ul style="list-style-type: none">Say who they would go to for help if worried or scaredSay what types of touch they find comfortable/uncomfortableAsk someone to stop if they are being hurt or frightened |

| |
|--|
| Thrive Links <ul style="list-style-type: none">Has a positive sense of self and individual identity |
| EYFS Coverage <ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <i>Self-Regulation ELG</i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <i>Managing Self ELG</i> |
| Target Tracker statements Y1 <ul style="list-style-type: none">I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.I can explain why some changes I might experience might feel better than others. |
| Target Tracker statements Y2 <ul style="list-style-type: none">I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.I can explain why some types of touches feel OK and others don't.I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. |
| SEN/D minimum expectations EYFS <ul style="list-style-type: none">Identify how they have changed from a babyRecognise that changing class can elicit happy and/or sad emotions Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y1 <ul style="list-style-type: none">I can tell you some things that will change for me and how I feel about this. Topics will be reinforced in Thrive 1:1 and group sessions |
| SEN/D minimum expectations Y2 <ul style="list-style-type: none">I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older. Topics will be reinforced in Thrive 1:1 and group sessions |
| High prior attainment and extension opportunities Use reasoning to explain choices and opinions |
|  |