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| **PSHE CURRICULUM – Progression Map ‘Me and My Relationships’** |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  **Intent** |
| Our EYFS children are able to talk about themselves and people who are important to them. They are beginning to identify different feelings and what events might cause them to feel that way.  | Our Year 1 children are beginning to identify different feelings and describe in simple terms how these effect our bodies. They are beginning to understand what makes a good friend and simple strategies for dealing with conflicts with friends.  | Our Year 2 children are able to identity different feelings, how these effect our bodies and how we express these feelings. They can identify qualities of friends and that this is a special relationship. They are beginning to know what is meant by teasing and bullying and can suggest simple strategies for dealing with these.  | Our Year 3 children can explain different feelings associated with different situations and that they are a normal way of dealing with situations. They know qualities of friendships, how to resolve conflicts and make up. They are beginning to understand that cooperation can help everyone achieve success.  | Our Year 4 children can identify and range of feelings and how these link to our physical state. They know how to form positive and healthy relationships with others. They can describe qualities in others that they admire and know that there are times we have to say No to our friends.  | Our Year 5 children can identify, describe and respond to a wide range of feelings. They can reflect on the different relationships they have with others both positive and negative. They understand that respectful behaviours is necessary when dealing with others.  | Our Year 6 children can identify and describe a range of feelings as well as express clearly how they feel. They understand how to form different relationships with others and how to deal with difficult situations when they arise.  |
| **Planning Considerations** |
| * Create class charter
* Teach behavioural expectations in the class/boundaries set
* Learn school routines
 | * Create Class Charter (September)
* Make links to ‘Rights Respecting’
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* Make links to ‘Rights Respecting’
 | * Have any pupils recently experienced loss?
* Create Class Charter (September)
* Make links to ‘Rights Respecting’
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* Make links to ‘Rights Respecting’
* Plan opportunities for group work to practise skills of collaboration
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| **Skills** |
| Our children can:* Talk about themselves and their family
* Say how they are the same and different to others
* Name special people in their lives
* Begin to describe different feelings and emotions
* Identify who can help if they are sad, scared or worried
* Explain simple ways that they can help themselves or others who are sad, scared or worried
* Listen to what others say and respond
* Name key people outside their families that care for them
* Talk about when they might feel safe or unsafe
* Be able to calm or self-regulate
* Identify events that can make someone feel sad
 | Our children can:* Explain classroom rules and contribute to making them.
* Recognise how others might be feeling by reading body language/facial expressions.
* Recognise that people’s bodies and feelings can be hurt and suggest ways of dealing with different kinds of hurt.
* Give simple strategies for resolving conflict situations.
* Demonstrate attentive listening skills.
* Give and receive positive feedback.
 | Our children can:* Create and agree classroom rules.
* Use a range of words to describe feelings and recognise that others have different ways of expressing their feelings.
* Describe simple strategies for dealing with bullying and rehearse some of these strategies.
 | Our children can:* Explain why we have rules and suggest appropriate rules for range of settings.
* Demonstrate cooperation and collaboration and how working together can help everyone achieve success.
* Explain feelings associated with loss.
* Identify people that they have a special relationship with and how to maintain a positive relationship.
* Demonstrate simple strategies for resolving conflict.
* Rehearse and use skills for making up.
* Suggest strategies to use if asked to do a dare and feel unsafe.
* Express opinions and consider others’ points of view.
* Listen respectively to others’ opinions.
 | Our children can:* Express some qualities that they admire in others.
* Recognise when we might need to say ‘no’ to a friend
* Demonstrate strategies for working collaboratively
* Show a range of feelings through facial expression and body language
* Recognise that feelings can change
 | Our children can:* Demonstrate how to respond to a wide range of feelings
* Recognise basic emotional needs and understand that they might change
* Reflect on their own friendship qualities
* Rehearse assertiveness skills
 | Our children can:* Demonstrate a collaborative approach to a task, implementing the appropriate skills
* Demonstrate positive strategies for negotiating and compromising within a task
* Recognise peer influence and pressure
* Demonstrate using some assertive behaviours through role play
* Recognise and empathise with patterns of behaviour in peer group situations
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| **Knowledge** |
| Our children:* Understand that we are all different
* Know that there are different feelings and begin to name them
* Know who can help them if they feel sad, scared or worried.
* Know how they can help a friend if they feel sad, scared or worried
* Know ways how to calm or self-regulate
 | Our children:* Understand that classroom rules help everyone to learn and be safe.
* Understand how our bodies can react to our emotions.
* Identify a range of feelings.
* Identify how feelings make us behave.
* Understand that we belong to various groups (e.g family) and they can help us.
* Identify simple qualities of friendship
 | Our children:* Explain classroom rules and why they help in the classroom.
* Label a range of feelings.
* Name and understand how to deal with different feelings.
* Define what is meant by ‘bullying’ and ‘teasing’ and the difference between them.
* Know that there are different types of bullying and unkind behaviour and that both are unacceptable.
* Understand that friendship is a special kind of relationship and name ways that good friends care for each other.
 | Our children:* Know rules are to keep us safe and the possible consequences of breaking the rules.
* Understand that feelings are normal and a way of dealing with situations.
* Define what cooperation and collaboration are.
* Know what a dare is and that no one can force others to do a dare.
* Know qualities of friendship.
 | Our children:* Know what we mean by a ‘positive, healthy relationship’
* Know some assertive strategies for saying ‘no’
* Define successful qualities of team work and collaboration.
* Name a wide range of feelings (good and not good) and how these can be linked to our physical state
* Describe strategies to respond to being bullied
 | Our children:* Explain what collaboration means and describe attributes needed to work collaboratively.
* Accept that responsible and respectful behaviour is necessary when interacting with others
* Explain what negotiation and compromise mean and strategies for resolving difficult situations
* Identify what makes a relationship unhealthy
* Know who they can talk to if they need help
* Identify characteristics of passive, aggressive and assertive behaviours
* Identify risk factors and consider outcomes
* Understand that online communications can be misinterpreted
 | Our children:* Explain ‘negotiation’ and ‘compromise’
* Know some of the challenges that arise from friendships
* List some assertive behaviours
* Understand the consequences of reacting to others in positive and negative ways
* Know the age a person can get married and understand that everyone has the right to choose who and whether to marry
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| **Our Pupil Promise…** key opportunities and experiences for all of our pupils |
| * Listening Ear
* Opportunities to build relationships with children and adults across the school
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