

Curriculum Progression Map 2020 2021

We want all our children at Warden Hill to grow up to be healthy, happy, safe and able to manage challenges and opportunities in modern Britain. Our PSHE curriculum is designed to equip our children with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them to succeed in adult life. We realize that work in this area not only supports children’s social and mental development but their academic chances as well. Our curriculum ensures the children understand the importance of the sense of belonging to our school, the community and wider world. Our curriculum is accessible to all, enabling pupils to make choices to be healthy, independent and to become responsible members of society. Each year, the children explore the areas of me, myself and relationships, healthy and safer lifestyles, citizenship and economic well-being. We look at many of the social, moral and cultural issues which are part of growing up and what it means to belong to a diverse society.

We also support the mental health and well-being of our children in a number of ways, hoping to tackle barriers to learning, raise aspirations and improve the life chances of the most vulnerable and disadvantaged pupils.

Each year we have a healthy schools week with a number of activities going on which promotes being healthy and we have wellbeing days, focussing on the five ways to wellbeing.

By the time our children leave Warden Hill they will:

- Have a sense of belonging in our school, the community and wider world.
- Understand and appreciate what it means to belong to a diverse society.
- Know how to build positive and safe relationships valuing family and friends.
- Be able to manage my emotions and use positive strategies when dealing with change.
- Understand the importance of treating each other with respect.
- Understand our increasing rights and responsibilities as we grow into adulthood.
- Know how to keep myself and others safe and healthy.



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning and Belonging Belonging in the class Likes and dislikes Similarities and differences Setting goals Recognising feelings Communication and cooperation Ground Rules Rights Rules and Responsibilities Right and wrong	Beginning and Belonging Feeling safe and happy Belonging in the class / school / community Ground rules / class charters Doing new things Resilience Asking for help	Family and Friends Friendship Truthfulness My family Special people Problem solving in relationships Different points of view Personal space Networks of support	Beginning and Belonging Ground rules / class charters Responsibilities Belonging New situations Meeting new people Resilience Managing feelings Asking for help Networks of support	Family and Friends Developing friendships On and offline friendships Emotions in relationships Trustworthiness Special people and networks Compromise Empathy Conflict resolution Personal boundaries	Beginning and Belonging Ground Rules / class charters Responsibilities Belonging New experiences Resilience Managing emotions Networks of support Online sources of support	Family and Friends Healthy friendships Trust Loyalty Empathy Compromise Consent Changing networks Family support Influences and pressures Cooperation Networks of support Online communities

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Fair and unfair</p> <p>Family and Friends Valuing difference and diversity Kind and unkind behaviour Bullying Conflict resolution Asking for help and telling</p> <p>Being assertive Safety Circle Supporting others</p>	<p>My Emotions Self-awareness Assertiveness Identifying & naming emotions Coping with feelings Feelings, thoughts & behaviour Likes & dislikes Impulsive behaviour Calming down & relaxing Seeking support</p>	<p>Anti-Bullying Respecting difference Defining bullying Physical, mental and emotional wellbeing Assertiveness Networks of support Telling & asking for help Supporting others Creating an anti-bullying ethos</p>	<p>My Emotions Self-respect Mental wellbeing Communicating emotions Self-care Diverse emotions/ responses Care & respect for others Seeking support</p>	<p>Networks of support</p> <p>Anti-Bullying Falling out Prejudiced-based bullying Respect Direct and indirect bullying Cyberbullying Bystanders and followers Being supportive Getting help</p>	<p>My Emotions Mental health Self-respect & identity Feelings, thoughts, behaviour Recognising strong feelings Loneliness Empathy Networks of support</p>	<p>Anti-bullying Friendship difficulties Defining bullying Bullying relating to race/ religion/culture Homophobic, biphobic & transphobic bullying Cyberbullying Physical, mental & emotional wellbeing Peer influence Bystanders/colluders Responsive strategies Assertiveness Equality Act Sources of support</p>
<p>My Emotions Identifying and managing emotions Feelings, thought and behaviour Fair and unfair Loss and change Empathy</p>	<p>Working Together Recognising strengths Developing skills Steps towards goals Effective communication Compromise & co-operation Discussion & negotiation Applying group work & communication skills Evaluating</p>	<p>Digital Lifestyles Decision making Positive contributions Evaluating content Information storage & sharing Mental & physical wellbeing Responsibilities Reporting</p>	<p>Working Together Recognising and valuing strengths Developing skills Steps towards goals Effective communication Questioning skills Problem solving and perseverance Decision making Communication and group work skills Evaluating Feedback</p>	<p>Diversity and Communities Similarities and differences People in the community People with different backgrounds Stereotypes Roles in the community Local environment Animal welfare Role of the media</p>	<p>Working Together perception and self evaluation Developing skills Steps towards goals The world of work Effective communication Chairing group discussions Courtesy, negotiation & debate Problem solving and perseverance</p>	<p>Diversity and Communities Influences on my identity Gender Diversity in communities Challenging stereotypes Voluntary, community, charitable and pressure groups The media Environmental issues Sustainability</p>
<p>Identities and Diversity Similarities, difference and diversity Respecting and valuing others</p>	<p>Diversity and Communities My identity Different families • Different cultures and beliefs</p>	<p>Drug Education Medicines Health professionals Going to the doctors Feeling ill, feeling better</p>	<p>Managing Safety and Risk Emotions in risky situations Dealing with pressure in risky situations</p>	<p>Rights, Rules and Responsibilities Respect Authority Class/school rules & charters</p>	<p>Rights Rules and Responsibilities Courtesy, manners & respect Online behaviour Privacy</p>	<p>Digital Lifestyles Decision making Positive contributions Evaluating content Information storage & sharing</p>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The way we live Neighbourhood Our beliefs Routines, customs and traditions Culture, race and religion</p>	<p>Groups in and out of school Respect Community Stereotypes People who help us School environment Needs of people /animals / pets/plants</p>	<p>Risky household substances Safety rules Being persuaded</p>	<p>Reactions to risk Taking action in an emergency Road safety Fire safety Beach safety Safety near waterways Safety during activities and visits Preventing accidents in familiar settings</p>	<p>Rights and responsibilities Democracy at school and class councils Decision making Debating and voting Responsibilities at school and at home</p>	<p>Ground rules/class charters Children's rights Conflicting rights & responsibilities Rules and laws in society Role of the police Local and national democracy Participation in class & school School and class councils Social and moral</p>	<p>Mental & physical wellbeing Responsibilities Reporting</p>
<p>Me and My World People and places Family, school, neighbourhood Jobs, roles and responsibilities Helping and working together Caring for living things Local environments Money</p>	<p>Managing Safety and Risk Risky situations Emotions associated with risk Basic personal information Asking for & giving help in an emergency Safety eyes & ears Road safety Travel to & from school Rules for keeping safer Sun safety Water safety Keeping safe from accidents</p>	<p>Personal Safety Identifying and communicating feelings School/classroom rules Early Warning signs Identifying trusted adults Networks of support Recognising unkind behaviour Bodily autonomy Safe, unsafe & unwanted touch Safe and unsafe secrets Online safety</p>	<p>Healthy Lifestyles Eatwell Guide Basic food hygiene & preparation Active Lifestyles Mental wellbeing Sleep Influences on lifestyle choices Dental care Leisure activities</p>	<p>Digital Lifestyles Benefits of technology Being healthier & safer Online identity Online contact Liking & trusting Mental wellbeing Reliability of online content Age restrictions Asking for help</p>	<p>Managing Safety and Risk Personal responsibility for safety Risk reduction strategies Getting help Sources of support Basic first aid Road safety Sun safety Cycle safety Railway safety Electrical safety Health and safety rules in school Preventing a wider range of accidents.</p>	<p>Drug Education Effects of drug use Essential use of medicines Drug misuse Staying safe around risky substances Influence of friends and media Reliability of information Immunisations</p>
<p>My Body and Growing Up Valuing the body Body parts My teeth</p>	<p>Right, Rules and Responsibilities Class and school rules and charters</p>	<p>Financial Capability Money in different / familiar contexts Cash values</p>	<p>Managing Change Range of experiences of change Positive changes</p>	<p>Drug Education Medicines and legal drugs People who use</p>	<p>Healthy Lifestyles Eatwell Guide Nutritional content Portion sizes Meal planning</p>	<p>Personal Safety Recognising own feelings & considering others</p>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shapes and sizes Self-care skills Change and responsibilities	Rules and laws in society Understanding right and wrong Explaining views Decision making School and class councils Responsibilities to other people	Money as a finite resource Uses of money Saving and spending Effects of loss How banks etc work Emotions in relation to money Charity	Emotions involved in loss and change Taking responsibility for choices Confidence in new situations People I see, people I don't see Bereavement	medicines & legal drugs Rules for safe storage Finding risky items Influence of friends and media Immunisations	Sleep hygiene Dental health Health as a continuum Risks & benefits of lifestyle choices Physical illness Gaming/social media age restrictions	Rights and responsibilities Is my fun, fun for everyone? Early Warning signs Identifying trusted adults Networks of support Safety continuum Recognising and reporting abuse or neglect Bodily autonomy Personal boundaries Safe, unsafe, unwanted touch Safe and unsafe secrets Online safety Protective interruption Assessing risk
Keeping Safe Personal safety skills Safety Circle Good and bad secrets Good and bad touches Real and pretend Lost and found Road Safety Safe use of medicines Medicines, pills, injections	Healthy Lifestyles Staying healthy Rest and sleep Dental health Eat well Guide Physical activity Healthy eating Food preparation Making real choices	Managing Change Changing friendship patterns Changing skills & responsibilities Changing habits Transitions within school Losing things Emotions involved with change		Personal Safety Identifying and communicating feelings School/classroom rules Early Warning signs Identifying trusted adults Networks of support Safety continuum Recognising and reporting unkind behaviour Bodily autonomy Personal boundaries Safe, unsafe and unwanted touch	Financial Capability Earnings & deductions Wants and needs Range of jobs Budgeting Debt and credit Financial planning (including insurance and pensions) Making choices Managing feelings about money Poverty Role of charities	

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Lifestyles Healthy Choices My teeth Food and drink Exercise Rest and sleep Leisure time				Safe and unsafe secrets Financial Capability Understanding large amounts of money Sources of money Saving and spending Cash versus money Keeping track of money Value for money Impact of choices Charities		Managing Change Range of changes Emotions Strategies for change Supporting others School/phase transition