



Progression Map

PSHE

National Curriculum Aims

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject.

The National Curriculum believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

At Stillness, we teach from the Jigsaw Framework.

	Year 3	Year 4	Year 5	Year 6
Being Me in my World	I understand why rules are needed and how they relate to rights and responsibilities. I value myself and know how to make someone else feel valued and welcome.	I understand how democracy and having a voice benefits the school community. I can take on a role in a group and contribute to the overall outcome.	I understand my rights and responsibilities as a British citizen and a member of my school. I can empathise with people in this country whose lives are different to my own.	I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities and cultures.
Celebrating Differences	I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are.	I can explain the differences between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation.
Dreams and Goals	I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.	I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.	I can describe the dreams and goals of a young person in a culture different from mine. I can reflect on how these relate to my own.	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.
Healthy Me	I can identify things, people and places that I need to keep safe from. I can tell you some strategies for keeping myself	I can recognise when people are putting me under pressure and can explain ways to resist this when I	I can describe the different roles food can play in people's lives and can explain how people can	I can evaluate when alcohol is being used responsibly, antisocially or being misused. I can tell

	safe including who to go to for help. I can express how being anxious or scared feels.	want to. I can identify feelings of anxiety and fear associated with peer pressure.	develop eating problems (disorders) relating to body image pressures. I respect and value my body.	you how I feel about using alcohol when I am older and my reasons for this.
Relationships	I can explain how some of the actions and work of people around the world helps and influences my life. I can show an awareness of how this could affect my choices.	I can explain different points of view on animal rights issues. I can express my own opinion and feelings on this.	I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.	I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
Changing Me	I can identify boys' and girls' body changes on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.	I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.	I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.	I can describe how a baby develops from conception through the 9 months of pregnancy and how it is born. I recognise how I feel when I reflect on the development and birth of a baby.