

# PSHE Progression Map

## Implementation

Our PSHE curriculum is based on schemes developed by the PSHE Association and has been developed in school to meet the needs of our children. Connections are made to events as they occur throughout the year (Remembrance, Comic Relief, Safer Internet Day, etc.) to further promote British Values and SMSC.

Our key objectives are broken down into three areas: Health & Wellbeing, Relationships and Living in the Wider World. Key aspects of these areas of learning, such as children's rights, drug education, similarities and differences, families, internet safety and relationships with others, are built on progressively each year so that children are able to remember more and understand more.

Key features of our PSHE lessons include:

- Mental health and wellbeing is woven throughout the scheme of work, with some lessons focusing on this specifically and others through discussion of thoughts and feelings in relation to other objectives.
- PSHE is taught using a variety of methods that further pupils' understanding. These include: circle time, active teaching and learning, role play/scenarios, Learning2Learn or Talk4Learning activities and discussions.
- Lesson activities focus on discussion and group work, allowing them to be accessed by all children, including those with SEND.
- Resources used are flexible in order to meet the needs of the pupils and curriculum. Where possible, visitors or books are used to further engage children to certain topics.
- External agencies are invited to support the delivery of PSHE. These include: the Fire Service, the NSPCC, Flat Stan First Aid and the local community police.
- Relationships Education taught within our PSHE Programmes of Study.
- Pupils have access to Worry Boxes in the Upper and Lower School corridors if they wish to speak in confidence to their class teacher or our Learning Mentor following any PSHE or Relationships Education lessons.

Skills	LKS2	UKS2
Understanding self and others	<ul style="list-style-type: none"> <li>Recognise their own likes/dislikes, traits and individual preferences</li> <li>Recognise other people's likes/dislikes, traits and preferences</li> </ul>	<ul style="list-style-type: none"> <li>Recognise their own and other people's personality traits, individual preferences and characteristics</li> <li>Recognise challenging behaviours and the negative effects these can have on relationships</li> </ul>
Working with others	<ul style="list-style-type: none"> <li>Demonstrate that they can work in a pair and a small group</li> </ul>	<ul style="list-style-type: none"> <li>Know that different people react in different ways when working in a group</li> <li>Demonstrate their knowledge of group dynamics</li> </ul>
Speaking and listening	<ul style="list-style-type: none"> <li>Demonstrate active listening skills</li> <li>Speak in front of others</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate speaking and listening skills</li> <li>Consider how they respond to challenging circumstances, e.g. conflict and violence</li> <li>Demonstrate strategies for calmness</li> </ul>
Negotiation	<ul style="list-style-type: none"> <li>Negotiate in small groups</li> <li>Coming to a 'consensus'</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of skills and how different people bring different skills to tasks</li> <li>Demonstrate negotiation and compromise</li> </ul>
Compassion and empathy	<ul style="list-style-type: none"> <li>Demonstrate compassion, empathy and tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respectful interactions with others</li> </ul>
Body language - verbal and non verbal	<ul style="list-style-type: none"> <li>Recognise simple body language</li> <li>Understand verbal and non-verbal communication</li> <li>Demonstrate speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Recognise more complex body language and non-verbal signals</li> <li>Understand that sometimes non-verbal signals can be misinterpreted by others and develop strategies for dealing with this</li> <li>Demonstrate speaking and listening skills</li> </ul>
Assertiveness	<ul style="list-style-type: none"> <li>Understand the skill and can put it into practice</li> <li>Speak using the assertive 'I'</li> <li>Know that it is OK to make mistakes</li> <li>Say 'no' and mean it</li> <li>Ask for time to think things over</li> </ul>	<ul style="list-style-type: none"> <li>Further understand the skill of being assertive</li> <li>Speak using the assertive 'I'</li> <li>Know that it is OK to make mistakes</li> <li>Say 'no' and mean it</li> <li>Know where to go for help</li> </ul>
Making decisions	<ul style="list-style-type: none"> <li>Demonstrate that they know the process for decision making</li> </ul>	<ul style="list-style-type: none"> <li>Know the process for making a decision</li> <li>Demonstrate the use of the process</li> </ul>
Making choices	<ul style="list-style-type: none"> <li>Understand that they have choices</li> <li>Identify points of choice</li> <li>Explore factors which influence choosing</li> <li>Make more informed choices</li> </ul>	<ul style="list-style-type: none"> <li>Recognise choices and decisions they will have to make in the future</li> <li>Identify ways of helping and supporting friends under pressure</li> </ul>
Influences	<ul style="list-style-type: none"> <li>Recognise the influences over choice and decisions; both internal and external</li> <li>Understand where they can get help if something feels uncomfortable or if someone is trying to influence them in a negative way</li> </ul>	<ul style="list-style-type: none"> <li>Recognise peer influence</li> <li>Understand ways in which peer influence can have positive and negative outcomes</li> <li>Develop strategies for resisting negative peer influence</li> </ul>