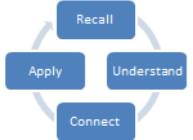
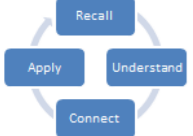


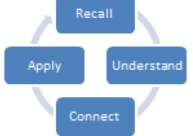


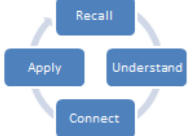
**PSHE and Citizenship Progression Map**

The teaching of PSHE is part of our school's ethos; to ensure children understand how to look after themselves and each other as well as our changing world.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and to others' needs</li> <li>• make comments about what they have heard and ask questions to clarify their understanding</li> <li>• hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to understand how to contact emergency services.</li> <li>• Children to discuss and understand whose job it is to keep them safe both in and out of school.</li> <li>• Children to begin to understand people who are safe to interact with in various situations.</li> <li>• Children to be taught how to stay safe online by not speaking to strangers and reporting dangerous or inappropriate content.</li> <li>• Explore age limits on games and applications as well as how to use them safely.</li> <li>• Children begin to be introduced to the notion of safe and unsafe secrets and begin to understand these.</li> <li>• Children to learn basic road safety – safe crossing, traffic lights, basic vehicle safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to understand how to make an effective call to emergency services where necessary and the difference between the emergency services.</li> <li>• Children to learn what a prank call is and understand the seriousness of these.</li> <li>• Children to build a better understanding of whose job it is to keep them safe in various settings as well as when online.</li> <li>• Children to build understanding of how to respond safely and appropriately to adults they may encounter in all contexts, including being online.</li> <li>• Children to understand how to stay safe online by recognising risks and acting accordingly as well as learning how to report them.</li> <li>• Children to understand the age limits of games and application, why they are in place and how to use them safely.</li> <li>• Children to understand what are safe and unsafe secrets.</li> <li>• Children to learn basic road safety as well as building an understanding of why certain situations are unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a detailed understanding of how to make a call to an emergency service and be able to direct the call to the appropriate service.</li> <li>• Children to have a secure understanding of whose job it is to keep them safe in all settings including online and know how to report risks and harmful content securely and correctly.</li> <li>• Children to have a firm understanding of how to respond safely and appropriately to adults they may encounter in all contexts, including being online.</li> <li>• Build understanding of how to keep safe when speaking to those they have never met, understand the risks involved in this and know how to recognise unsafe behaviour.</li> <li>• Children to understand how to stay safe online by recognising risks and acting accordingly as well as being able to report them.</li> <li>• Children to understand the age limits of games and applications, why they are in place and how, to use them safely and how to report unsafe or inappropriate use / content.</li> <li>• Children to have a firm understanding of road safety and be able to acknowledge unsafe behaviours on the roads and the risks involved.</li> </ul>
<b>Resources</b>		Books: Digiduck's big decision / The technology tail / I won't go with strangers		
<b>Key Vocab</b>	Take turns, friend, friendship, kindness, safe, stranger, family, trust.	Safe, emergency, danger, stranger, online, internet, apps, technology, secret, road, crossing, seat belt, traffic, green, amber, red, vehicles.	Safe, emergency, danger, stranger, online, internet, technology, secret, road, crossing, seat belt, traffic, green, amber, red, vehicles, visibility, police, ambulance, fire fighters, prank, risk, unsafe, restriction, apps, reflective, appropriate, inappropriate	Safe, emergency, danger, stranger, online, internet, technology, secret, road, crossing, seat belt, traffic, green, amber, red, vehicles, visibility, police, ambulance, fire fighters, prank, risk, unsafe, restriction, apps, reflective, appropriate, inappropriate, report, harmful

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Physical Health and Hygiene</b>	<ul style="list-style-type: none"> <li>manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of oral hygiene and how to brush teeth properly.</li> <li>Understand how to keep our bodies clean.</li> <li>Learn the importance of a healthy diet and the different food groups.</li> <li>Understand the benefits of physical exercise and an active lifestyle.</li> <li>Discuss growth: what grows in our bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to brush teeth properly and begin to understand the risks of bad oral hygiene</li> <li>Understand how to keep our bodies clean and why this is important including what bacteria and germs are and the most effective ways to get rid of these.</li> <li>Children to build a better understanding of a healthy diet, different food groups and have the opportunity to make healthy choices</li> <li>Understand the benefits of physical exercise and an active lifestyle.</li> <li>Children to begin to explore the risks of a lack of physical exercise and an unhealthy diet.</li> <li>Children to understand what grows in our bodies as well as exploring changes that happen.</li> <li>Children to begin to take responsibility for their own cleanliness and health.</li> </ul>	<ul style="list-style-type: none"> <li>Children to have a firm understanding of how to keep their bodies clean and hygienic and be able to take increasing responsibility in this area.</li> <li>Children to understand what bacteria and germs are, how they spread, how spreading can be avoided and know the most effective ways to kill them.</li> <li>Children to know both the physical and mental benefits from leading a healthy, active lifestyle and eating a balanced diet.</li> <li>Children to understand the basic aspects of the menstrual cycle.</li> <li>Build an understanding of puberty and how adolescent bodies change and explore emotional changes.</li> </ul>
<b>Resources</b>		<b>Books:</b> The Twits / Germs vs Soap / Germs Are Not For Sharing / Smelly Melly / The Boys' Guide to Growing Up / The Girls' Guide to Growing Up		
<b>Key Vocab</b>	Clean, healthy, food, needs, choices, washing hands.	Clean, healthy, food, protein, carbohydrates, sugar, salt, vegetables, fruit, fibre, vitamins, minerals, water, diet, exercise, active	Clean, healthy, food, protein, carbohydrates, sugar, salt, vegetables, fruit, fibre, vitamins, minerals, water, diet, exercise, active, germs, bacteria, risk, obesity, overweight, choices, responsibility, lifestyle	Clean, healthy, food, protein, carbohydrates, sugar, salt, vegetables, fruit, fibre, vitamins, minerals, water, diet, exercise, active, germs, bacteria, risk, obesity, overweight, choices, responsibility, lifestyle, changes, puberty, adolescence, emotions, menstruation, periods

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Mental Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Children to explore what different emotions are, what they mean and what makes us feel them.</li> <li>Children to be able to recognise key emotions in others (in books, characters and people) as well as beginning to in themselves</li> <li>Build an understanding of how to overcome negative emotions and begin to explore strategies to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>Children to understand that mental health and wellbeing is just as important as their physical health.</li> <li>Children to build skills to recognise and talk about their own emotions</li> <li>Begin to understand how to give advice and speak about others' feelings using a broad range of vocabulary to describe their emotions and that of others.</li> <li>Children to understand and use self-regulation techniques most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Children to have a firm understanding that mental well-being is as important as physical health and is a normal part of daily life.</li> <li>Be able to speak about emotions to trusted people using appropriate language and showing understanding and empathy towards others when they share.</li> <li>Children to understand the importance of self-care and know how to give it.</li> <li>Be able to comprehend self-appreciation and acceptance.</li> <li>Understand how to recognise and change routines that have a detrimental effect on mental health and happiness.</li> </ul>
<b>Resources</b>		<b>Books:</b> Lucy's Blue Day / Max's Blue Day /The Colour Monster /Ruby's Worry /My Mind is Strong When Sadness comes to Call /Find your Calm /Sweep /Ravi's Roar		<b>Videos:</b> Inside Out (film)
<b>Key Vocab</b>	Feelings, happy, sad, right, wrong, rules, angry, worried, calm.	Feelings, emotions, angry, sad, happy, worried, calm, loved, confused, caring	Feelings, emotions, angry, sad, happy, worried, caring, concerns, coping, sharing, strategies, anxious, frustrated, nervous, overcome, regulate, calm, loved, confused	Feelings, emotions, angry, sad, happy, worried, caring, concerns, coping, sharing, strategies, anxious, frustrated, nervous, overcome, regulate, calm, loved, confused, appreciate, value, importance, self-care, worth

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Equality and diversity</b>	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>Children to be exposed to and discuss various types of families and what makes them the same and different</li> <li>Begin to look into what a stereotype is and why these can be unfair or negative including gender stereotypes</li> <li>Children to begin to understand differences in humanity (race, religion, disabilities, gender, sexuality) and how these differences are normal and makes society special</li> <li>Begin to understand the importance of kindness and negative effects of bullying, particularly for being 'different'.</li> </ul>	<ul style="list-style-type: none"> <li>Children to understand the various types of families and what makes them the same and different</li> <li>Children to understand stereotypes and the negative connotations attached to these and begin to explore the notion of judgement upon others</li> <li>Understand differences in humanity and the importance of acceptance</li> <li>Children will be able to recognise different types of bullying including cyber-bullying and understand the lasting impact of this on mental health and wellbeing</li> <li>Begin to explore the responsibility of witnesses to bullying</li> </ul>	<ul style="list-style-type: none"> <li>Children to have a firm understanding of how families are similar and different.</li> <li>Children to know what stereotypes and judgements towards others are and the negative connotations attached to these and learn to recognise it in interactions.</li> <li>Children to have a secure understanding of the diversity of the human race and learn the important origins of these such as black history.</li> <li>Children to be able to recognise different types of bullying including cyber-bullying and trolling, understand the lasting impact of these and be able to build strategies to help overcome these issues if they are involved in any.</li> <li>Understand the responsibility of those who witness bullying.</li> </ul>
<b>Resources</b>		<b>Books:</b> Wonder / Krindlekrax /Because /Perfectly Norman /Only One You		<b>Videos:</b> Ian (Animated short video)
<b>Key Vocab</b>	Religion, community, belong, respect, love, share.	Belong, choice, different, similar, normal, love, share, special, family, kind, fair, empathy, stereotype, respect, stewardship	Belong, choice, different, similar, normal, love, share, special, family, kind, fair, empathy, stereotype, acceptance, attitudes, beliefs, culture, gender, judgement, opinion, respect, bullying, cyber-bullying, responsibility , stewardship	Belong, choice, different, similar, normal, love, share, special, family, kind, fair, empathy, stereotype, acceptance, attitudes, beliefs, culture, gender, judgement, opinion, respect, bullying, cyber-bullying, responsibility, stewardship, witness