

**St. Hugh's Catholic Primary School
PSHE Progression Map**

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
<p>Personal, Social and Emotional Development</p>	<p>Making Relationships</p>	<p>Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations</p> <p>Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</p> <p>Enjoys playing alone and alongside others and is also interested in being together and playing with other children</p> <p>Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions</p> <p>Asserts their own ideas and preferences and takes notice of other people's responses</p> <p>Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration</p>	<p>Builds relationships with special people but may show anxiety in the presence of strangers</p> <p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</p> <p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</p> <p>Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p>	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs</p> <p>Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship</p>

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Early Learning Goal:

Making Relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; show sensitivity to their own and others' needs.

Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Personal, Social and Emotional Development	Sense of Self	Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes	Knows their own name, their preferences and interests and is becoming aware of their unique abilities	Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers	Recognises that they belong to different communities and social groups and communicates freely about own home and community
		Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs	Is developing an understanding of and interest in differences of gender, ethnicity and ability	Is sensitive to others' messages of appreciation or criticism	Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination
		Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability	Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions	Enjoys a sense of belonging through being involved in daily tasks	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
		Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas.	Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves	Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others	Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
		These may be different to those of the adult or their peers; often saying no, me do it or mine	Is gradually learning that actions have consequences but not always the consequences the child hopes for	Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help	Has a clear idea about what they want to do in their play and how they want to go about it

Early Learning Goal: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
	Understanding Emotions	Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration	Expresses the self-aware emotions of pride and embarrassment as	Expresses a wide range of feelings in their interactions with others and through their	Understands their own and other people's feelings, offering empathy and comfort

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Personal, Social and Emotional Development	<p>and distress, through actions, behaviours and a few words</p> <p>Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking</p> <p>Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement</p> <p>Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries</p>	<p>well as a wide range of other feeling</p> <p>Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated</p> <p>Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</p> <p>Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</p> <p>Responds to the feelings of others, showing concern and offering comfort</p> <p>May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p>	<p>behaviour and play, including excitement and anxiety, guilt and self-doubt</p> <p>May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p>	<p>Talks about their own and others' feelings and behaviour and its consequences</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations</p> <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p>
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Early Learning Goal:

Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	To begin to understand what constitutes a healthy lifestyle, including physical activity, rest,	To understand what constitutes, and how to maintain a healthy lifestyle, including physical activity, rest,	To begin to understand the concept of a 'balanced lifestyle'	To develop their understanding of a 'balances lifestyle' and make some informed choices (recognising that	To understand what is meant by physical, mental and emotional health	To recognise their personal responsibility to self and others when managing risks

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<p>healthy eating and dental health</p> <p>To recognise what they like and dislike</p> <p>To recognise that they have choices</p> <p>To think about themselves and learn from their experiences</p> <p>To know about good and not so good feelings</p> <p>To begin to know about change and loss and the associated feelings</p> <p>To understand the importance of personal hygiene and begin to know some ways of maintaining it</p> <p>To begin to understand how some diseases can be spread and can be controlled</p> <p>To begin to understand that household products, including medicines, can be harmful if not used properly</p> <p>To begin to understand some of the rules for, and ways to, keep themselves physically and emotionally safe</p> <p>To know who to go to if they are worried and</p>	<p>healthy eating and dental health</p> <p>To make real, informed choices that improve their physical and emotional health</p> <p>To recognise that choices can have good and not so good consequences</p> <p>To recognise and celebrate their strengths</p> <p>To develop a simple strategy for managing feelings</p> <p>To develop their understanding of change and loss and the associated feelings</p> <p>To know and be able to talk about ways of maintaining personal hygiene</p> <p>To develop their understanding of how some diseases can be spread and can be controlled</p> <p>To recognise the responsibilities they have for their own health and that of others</p> <p>To develop simple skills to help prevent diseases spreading</p> <p>To develop their understanding that</p>	<p>To develop the skills to make choices about food</p> <p>To differentiate between the terms 'risk', 'danger' and 'hazard'</p> <p>To understand that bacteria and viruses can affect health</p> <p>To know that pressure to behave in unacceptable, unhealthy or risky ways can come from variety of sources</p> <p>To know some school rules about health and safety</p> <p>To know what constitutes an emergency</p> <p>To know some basic emergency aid procedures</p> <p>To recognise some of the risks associated with drugs in everyday life</p> <p>To describe and demonstrate some of the ways they and others can keep safe in different places and situations</p>	<p>choices can have positive, neutral and negative consequences)</p> <p>To recognise opportunities and develop the skills to make choices about food, understanding what might influence their choices</p> <p>To understand the benefits of eating balanced diet</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly</p> <p>To recognise how increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To know that following simple hygiene routines can reduce the spread of bacteria and viruses</p> <p>To know some ways of resisting negative pressure</p> <p>To demonstrate some emergency aid procedures</p> <p>To describe and demonstrate some of the ways they and others</p>	<p>To know some ways of keeping themselves healthy physically, mentally and emotionally</p> <p>To begin to assess the level of risk in different situations</p> <p>To identify how risks can be reduced or managed in relation to keeping safe</p> <p>To understand how personal hygiene routines promote good health and wellbeing</p> <p>To explain the importance of good hygiene in the prevention of the spread of infection</p> <p>To demonstrate some emergency aid procedures</p> <p>To identify potential effects and risks related to different drugs, including medicines</p> <p>To understand that they have a right to protect their body from unwanted or inappropriate contact</p> <p>To understand that acts such as FGM constitute abuse and are a crime</p>	<p>To evaluate the level of risk in different situations by predicting possible consequences</p> <p>To identify the range of ways infections can be spread</p> <p>To know how people can protect themselves and others from passing on bacteria and viruses</p> <p>To describe and demonstrate strategies that can help to resist influences (including peer pressure) to behave in an inappropriate, unsafe or negative way</p> <p>To develop an understanding of which, why and how commonly available substances and drugs (including alcohol, tobacco, energy drinks) can damage their immediate and future health and safety</p> <p>To know that some drugs are restricted and some are illegal to own, use and give to others</p> <p>To identify the potential wider impact of drug misuse on families and communities</p> <p>To demonstrate language, strategies and</p>
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	<p>how to attract their attention</p>	<p>household products, including medicines, can be harmful if not used properly</p> <p>To develop their understanding of the rules for, and ways to, keep themselves physically and emotionally safe</p> <p>To know who to go to if they are worried and how to attract their attention</p> <p>To recognise that they have a shared responsibility for keeping themselves and others safe</p>		<p>can keep safe in different places and situations</p> <p>To describe how commonly available substances and drugs can change the way people feel and affect their behaviour</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p>	<p>To know how to get support if they have fears for themselves or their peers</p> <p>To understand how altered images in the media can change their view of a place, person, group of people or themselves</p>	<p>skills needed to deal with challenging situations and recognise when to get help or support</p> <p>To understand responsible use of mobile phones including safe keeping and safe user habits</p>
<p>Relationships and Sex education</p>	<p>To understand that they are growing and developing as members of their own and God's family</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • Who is in their family • The happy/ sad moments in their family • Why they need to grow up in families • What might it be like without a family 	<p>To understand that they are growing and developing in a God-given community</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • Belonging to a community • What communities they belong to • How they belong to these communities • How belonging to a community is important • How they can feel alone even if they belong to a community • The advantages/ disadvantages of being on their own 	<p>To understand the virtues essential to friendship</p> <p>To experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • Who takes care of them • How to look after themselves • How they are changing • How they can help others to make and keep friends • How to keep themselves safe 	<p>To understand that they are all different; celebrate these differences as they appreciate that God's love accepts us as we are and as we change</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • The differences between boys and girls/men and women • How a baby develops in the womb • How to accept and celebrate who they are • How to accept difference in others 	<p>To become aware of the physical and emotional changes that accompany puberty</p> <p>To develop an appreciation and understanding of: How they can be more sensitive to their own emotional development and other people's?</p>	<p>To develop an age-appropriate understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God</p> <p>To develop an appreciation and understanding of:</p> <ul style="list-style-type: none"> • How human life is conceived • Ways in which a relationship can be happy /unhappy • The different degrees of friendship that can exist; the behaviour that is appropriate in the different degrees of friendship

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			<ul style="list-style-type: none"> • How to take care of others • How they might feel when a friend is not there for them • How their friends might feel when they are not there for them • What personal space is and why is it important 	<ul style="list-style-type: none"> • How to deal with conflict • How to appreciate their own gifts, talents and achievements that make them unique • How to appreciate others and the gifts they have been given • How to deal with natural negative emotions 		
Living in the Wider World	<p>To know how they can contribute to the life of the classroom and school</p> <p>To understand that they have rights</p> <p>To know what can harm and improve the environment</p> <p>To know that money comes from different sources and can be used for different purposes</p>	<p>To understand how rules help make a safe place and what can happen if rules are not followed</p> <p>To understand that they and other living things have rights and that everyone has responsibilities to protect those rights</p> <p>To develop strategies and skills needed to care for the local, natural and built environments</p> <p>To show an understanding of saving and spending</p> <p>To understand that people make choices about saving/spending money; understand what can influence those choices</p>	<p>To understand the concepts of human rights and recognise that they are there to protect everyone</p> <p>To understand what is meant by anti-social behaviour</p> <p>To know what being part of a community means</p> <p>To understand the role money plays in their own and others' lives</p> <p>To recognise the term 'interest' in relation to money</p>	<p>To understand the relationship between rights and responsibilities</p> <p>To understand the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</p> <p>To recognise that the UK is made up of people from different religious and ethnic identities</p> <p>To learn some strategies for managing money and being a critical consumer</p> <p>To understand the term 'interest' in relation to money</p>	<p>To explain what is meant by the UN Conventions on the Rights of the Child</p> <p>To understand that universal rights are there to protect everyone and have primacy over national law and family/community practices</p> <p>To know that there are some cultural practices which are against British law and universal rights</p> <p>To develop strategies for getting support for themselves or others at risk of anti-social behaviour</p> <p>To understand the benefits of living in a diverse society</p> <p>To develop an initial understanding of the concept of 'loan', 'debt' and 'tax'</p>	<p>To know that there are some cultural practices which are against British law and universal rights</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK</p> <p>To consider the lives of people living in other places, and people with different values and customs</p> <p>To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>

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							To know what is meant by enterprise and begin to develop enterprise skills
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