

Broadwood Primary School

Personal, Social, Health and Economic Progression Map



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core Themes: Health and Well Being. Mental and Physical Relationships. Living in the Wider World and Global Citizenship.								
National Curriculum	<p>Self confidence and self awareness - children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>Managing feelings and behaviour</u> - children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making relationships</u> - children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>		<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys). Children can make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old. Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p>		<p>Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety). Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>			

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			They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).					
Autumn 1 Me and My relationships	NSPCC Pants Campaign Marvellous Me! I'm special People who are special to me	All about me What makes me special Me and my special people Who can help me? My feelings	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening	Our ideal classroom How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a good friend Let's all be happy	As a rule My special pet Tangram challenge Looking after special people How can we solve this problem? Dan's dare Thunks Friends are special	An email from Harold Ok or not ok? Human machines Different feelings When feelings change Under pressure	Collaboration challenge Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs communication	Working together Let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle
Autumn 2 Valuing Difference	Me and My friends Friends and Family Including Everyone	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	Same or different Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!	Qualities of friendship Kind observations Happy being me The Land of the Red People Is it true? It could happen to anyone!	We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? – challenging gender stereotypes
Spring 1 Keeping myself safe	People who help us to keep safe	What is safe to go into my body Keeping myself safe Safe indoors and outdoors	Healthy me Super sleep Who can help? Harold loses Godfrey	Harold's picnic How safe would you feel? I don't like that!	Safe or unsafe? Danger or risk? The risk robot	Danger, risk or hazard? Picture wise How dare you!	Thinking about habits Jay's dilemma Spot bullying	Think before you click! Traffic lights To share or not to share?

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	Safety indoors and outdoors What is safe to go into my body	Listening to my feelings Keeping safe online People who help to keep me safe	What could Harold do? Good or bad touches? (SRE) Sharing pictures	Fun or not? Should I tell? Some secrets should never be kept!	Alcohol and cigarettes: the facts Super searcher None of your business! Raisin challenge Help or harm?	Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge	Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it?	Rat park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story
Spring 2 Rights and responsibilities	Looking after myself Looking after others Looking after my environment	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money: recognising, spending, using Looking after money: saving money and keeping it safe	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Playing games	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Who helps us to stay healthy and safe? It's your right! How do we make a difference? In the news! Safety in numbers Logo quiz Harold's expenses Why pay taxes?	What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils	Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project pitch Happy shoppers Democracy in Britain: Elections Democracy in Britain: how laws are made
Summer 1 Being My best	What does my body need? I can keep trying I can do it	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise Harold has a bad day	You can do it! My day Harold's postcard – helping us to keep clean and healthy Harold's bathroom My body needs...	Derek cooks dinner! Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work	What makes me ME! Making choices SCARF hotel Harold's seven R's My school community	Getting fit It all adds up! Different skills My school community Independence and responsibility Star qualities?	Five ways to wellbeing project This will be your life! Our recommendations What's the risk? Basic first aid including sepsis awareness

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				What does my body do?	Top talents	basic first aid	Basic fist aid including sepsis awareness	
Summer 2 Growing and Changing (SRE)	Growing and changing in nature When I was a baby Girls, boys and families	Seasons Life stages: plants. Animals, humans Life stages: who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys	Inside my wonderful body Taking care of a baby Then and now Who can help? Surprises and secrets Keeping privates private	A helping hand Same moves away Haven't you grown! My body, your body Respecting privacy basic first aid	Relationship tree Body space Secret or surprise? My changing body Basic first aid	Moving house My feelings are all over the place! All change1 Preparing for changes at puberty Secret or surprise? together	How are they feeling? Take notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager – get me out of here! Dear Ash Stop, start stereotypes	Helpful or unhelpful? – managing challenge I look great! Media manipulation Pressure online Is it normal? Dear Ash Making babies What is HIV?