

Broadwood Primary School

Personal, Social, Health and Economic Progression Map



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Core Themes: Health and Well Being. Mental and Physical Relationships. Living in the Wider World and Global Citizenship.

<p>National Curriculum</p>	<p><u>Self confidence and self awareness</u> - 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).

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Autumn 1	NSPCC Pants Campaign	Our day	Keeping healthy Keeping clean	Eating healthy Resilience Difference Boys and Girls	Physical health Lifestyle Differences -male and female	Healthy eating Pride Determination Growing and changing	Body health Talking about puberty Prejudice and discrimination	Nutrition Fundamentals Balance My body is changing Puberty and reproduction Refugee crisis
Autumn 2	Healthy body, Healthy mind	Resilience Identify and name feelings. What do I do when I am ill. People who help us when we are poorly	Family and friends Being Healthy Medicines and people who help us	Responsibility Determination Keeping safe	Lifestyle My mind Why people smoke?	Feelings Effects of alcohol	Life connections Self - management Legal and illegal drugs	Focus Preventing early use of cannabis
Spring 1	Feelings	Being positive	Get moving Feelings and emotions Growing and changing	Hydration Self Awareness Differences – male and female	Being active Healthy body and healthy mind Personal space	Smart choices Emotions What is puberty?	Fitness Support network Game plan Male and female changes Racism	Energy levels Habits Aspirations Understanding relationships Religions and equality
Spring 2	Connections	Keeping ourselves clean (school nurse – handwashing)	Personal safety Support network Medicines and people who help us	Choices and consequence Keeping cool Keeping safe Hazardous substance	Confidence Mind training Physical effects of smoking	Character Mental Health Alcohol Risk	Rest and recovery Challenge Self-control Puberty and hygiene	Pride Life journey Preventing early use
Summer 1	Challenge	Being calm Families	Sleeping Impressions Happiness	Personal hygiene Character traits Being positive	Healthy routines Resilience Impressions	Hydration Relationships (school nurse)	Legal and illegal drugs Peer pressure	Food habits Responsibility Belief

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			Families and care	Naming the body parts	Family differences	Positivity Puberty and changes Reproduction	Religions	Being healthy Saying no to smoking Conception and pregnancy Extended E-safety sessions
Summer 2	World Environment day National school sports week		Being proud Challenge Medicines and people who help us. Who gives us medicine?	Healthy behaviours Hobbies and clubs Keeping safe Safety rules	Recharge Determination Different types of truth	Keeping healthy Connections Awareness Puberty and changes Reproduction		Health risks and attitudes Respect Motivation Communication in relationships Preventing early use Help, advice and support