

Leighswood Curriculum Progression Map PSHE Year 1

Theme	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Being in my World (BM) 'Who am I and how do I fit?'</p>	<p>I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute I can recognise the choices I make and understand the consequences I understand my rights and responsibilities</p>	<p>Feeling special and safe Rights, responsibilities and roles in my class Feeling proud Consequences</p>	<p>How do you make a classroom a safe place for everybody to learn?</p>	<p><i>Ch. will discuss and learn about rights and responsibilities.</i> <i>Discuss what choices are and consequences.</i> <i>Ensure that everyone in the classroom feels safe</i> <i>Recognise their own safety</i></p>	<p>Understand the rights and responsibilities of a member of the class Learn that their views are important Understand that their choices have consequences.</p>
<p>Celebrating Difference (CD) Respect for similarity and difference. Anti-bullying and being unique</p>	<p>I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am different from my friends</p>	<p>Similarities and differences between us Bullying New friendships Celebrating everyone</p>	<p>What does bullying mean to you?</p>	<p>Ch. to explore similarities and differences between people and how they can make us unique and special Ch. to learn what bullying is and what it isn't. Discuss feelings associated with this. Learn about friendships and how it is ok to be different from friends.</p>	<p>To understand what bullying means. Know who to tell if they or someone is being bullied. Know that people are unique and that is ok to be different. Know how to create friendships. Recognise people's similarities and differences.</p>

<p>Dreams and Goals (DG) Aspirations, how to achieve goals and understanding the emotions that go with this ‘</p>	<p>I can set simple goals with guidance I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p>Setting goals Successes and achievements Learning styles Striving to achieve Overcoming obstacles Feelings of successes</p>	<p>What is your goal this term? Why?</p>		
<p>Healthy Me (HM) Being and keeping safe and healthy</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I understand that medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road, and about people who can help me to stay safe</p>	<p>Keeping myself healthy Healthier lifestyle and choices Medicine safety and safe household items Road safety Health and happiness</p>	<p>How do you keep yourself healthy?</p>		

	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy				
Relationships (RL) Building positive, healthy relationships	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise my qualities as a person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>Belonging to a family</p> <p>Being a good friend</p> <p>People who help us</p> <p>Qualities of a good friend</p> <p>Celebrating special relationships</p> <p>Self-acknowledgement</p>	What does it mean to be a good friend?		
Changing Me (CM) Coping positively with change	<p>I am starting to understand the life cycles of animals and humans</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>I understand that every time I learn something new I change a little bit</p>	<p>Life cycles (animal and human)</p> <p>Changing bodies</p> <p>Differences between male and female</p> <p>Growing and learning</p> <p>Transition</p> <p>Coping with change</p>	How has your body changed since you were a baby?		

	I can tell you about changes that have happened in my life				
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Leighswood Curriculum Progression Map PSHE Year 2

Theme	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Being in my World (BM) 'Who am I and how do I fit?'</p>	<p>I can identify some of my hopes and fears for this year I understand the rights and responsibilities for being a member of my class and school I listen to other people and contribute my own ideas about rewards and consequences I can listen to other people and contribute my own ideas about rewards and consequences I recognise the choices I make and understand the consequences</p>	<p>Hopes and fears Rights and responsibilities Rewards and consequences Safe and fair learning environment Choices Recognising feelings</p>	<p>Do you have choices in your life?</p>	<p>Children will discuss what their hopes and fears are for the year. Recognise in themselves when they are worried and understand what they can do. Children to talk about making their own choices and the consequences of making different choices.</p>	<p>Children to speak confidently about what their hopes and fears are. To understand that positive choices impact positively on self-learning and the learning of others. Understand that rewards and consequences stem from choices that they have made.</p>
<p>Celebrating Difference (CD) Respect for similarity and difference. Anti-bullying and being unique</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is OK to be different from other people and to be friends with them</p>	<p>Assumptions Stereotypes of gender Bullying Gender diversity Celebrating differences and staying friends</p>	<p>What is a stereotype?</p>	<p>Learn and recognise gender stereotypes. Discuss similarities and differences between boys and girls. Discuss why a child can be bullied for being different and how to support a team member who is. Explore similarities and differences between friends</p>	<p>Know the difference between a one-off bullying incident and bullying. Know that sometimes someone gets bullied for being a little bit different Know that friends can be different but they are still friends Know that they are stereotypes about boys and girls</p>

	I can tell you some ways I am different from my friends			and that it shouldn't affect their friendship.	Know where to get help if being bullied. Understand that is good to be yourself.
Dreams and Goals (DG) Aspirations, how to achieve goals and understanding the emotions that go with this	I can choose a realistic goal and think about how to achieve it I carry on trying (persevering) even when I find tasks difficult I can recognise who I work well with and who it is more difficult for me to work with I can work well in a group to create an end product I can explain some of the ways I worked well in my group to create the end product I know how to share success with other people	Achieving realistic goals Perseverance Learning with others Co-operation Contributing to and sharing success	Why have you picked the goal you have chosen this year?		
Healthy Me (HM) Being and keeping safe and healthy	I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I can make some healthy snacks and explain why they are good for my body	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier food choices	What does your body need each day?		

	I understand which foods to eat to give my body energy				
Relationships (RL) Building positive, healthy relationships	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I can identify some of the things that cause conflict with my friends I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I recognise and appreciate people who can help me in my family, my school and my community I can express my appreciation for the people in my special relationships	Difference types of family Physical contact and boundaries Friendships and conflicts Secrets Trust and appreciation	It is okay to keep a secret?		
Changing Me (CM) Coping positively with change	I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby	Life cycles of nature Increasing independence Differences between male and female bodies Assertiveness	Can you tell me about a life cycle?		

	<p>and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private I understand there are different types of touch and can tell you which ones I like and don't like I can identify what I am looking forward to when I move to my next class</p>	<p>Preparing transition</p>			
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Leighswood Curriculum Progression Map PSHE Year 3

Theme	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Being in my World (BM) 'Who am I and how do I fit?'</p>	<p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view</p>	<p>Setting a personal goal Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>Tell me some positive things about you?</p>	<p>Children to discuss what is positive about themselves and recognise their self-worth.</p> <p>Discuss how to face new challenges and how to stay positive.</p> <p>Children to learn about the need for rules and how to relate them to rights and responsibilities.</p> <p>Learn to respect and value each other's points of view and opinions</p>	<p>To know that the school has a shared set of values.</p> <p>Understand that rules are needed and that they relate to personal choices and consequences.</p> <p>Know that actions can affect other's feelings.</p> <p>Respect that people have different views but they are important.</p> <p>Set personal goals and know what a challenge is.</p>
<p>Celebrating Difference (CD) Respect for similarity and difference. Anti-bullying and being unique</p>	<p>I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members</p>	<p>Families and their differences Family conflict and how to manage it</p>	<p>What would you do if you witness bullying happening in our school?</p>	<p>Ch. to understand that we are all different and can fall out with each other. Learn to practise the 'Solve it together' technique</p>	<p>To know what it means to witness bullying and that a witness can make the situation worse or better by their choices.</p> <p>Know that conflict is a normal part of relationships.</p>

	<p>I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>		<p>Learn about a witness (bystander). Ch. to understand that what a witness can do and how it can affect the situation.</p> <p>Discuss name-calling and practise choosing not to use harmful words.</p> <p>Learn about the use of compliments and how it makes others feel.</p>	<p>Know that some words are used in hurtful ways and that this can have consequences.</p> <p>Know why families are important.</p> <p>Know that everybody's families are different.</p>
<p>Dreams and Goals (DG) Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out the best ways for me to achieve them I can be motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement and take steps to overcome them I can evaluate my own learning process and identify how it can be better next time</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivate and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feeling Simple budgeting</p>	<p>Who has faced a difficult challenge and achieved success?</p>		
<p>Healthy Me (HM) Being and keeping safe and healthy</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p>	<p>Exercise Fitness challenge Food labelling and healthy swaps</p>	<p>What food could you swap to make a healthier choice? What</p>		

	<p>I know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>I can identify things, people and places that I need to keep safe from</p> <p>I can identify when something feels safe or unsafe</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>would you swap it to?</p>		
<p>Relationships (RL) Building positive, healthy relationships</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and</p>	<p>Family roles and responsibilities</p> <p>Friendships and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How do you keep safe online?</p>		

	<p>can identify how our lives may be different. I know how to express my appreciation to my friends and family</p>				
<p>Changing Me (CM) Coping positively with change</p>	<p>I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can start to recognise stereotypical ideas I might have about parenting and family roles I can identify what I am looking forward to when I move to my next class</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>	<p>What does a baby need for it to grow?</p>		

Leighswood Curriculum Progression Map PSHE Year 4

Theme	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Being in my World (BM) 'Who am I and how do I fit?'</p>	<p>I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play and how I fit in I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community</p>	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school/council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Who is in your school community and what are their roles?</p>	<p>Children will explore what being part of a team means.</p> <p>Start to learn about the school and it's community, learning about all the different people and their roles.</p> <p>Learn about the word democracy and link to school council at Leighswood.</p> <p>Discuss how to work in groups and what roles people can play.</p>	<p>To know their place in the school community</p> <p>Understand what a democracy is (linked to School Council)</p> <p>Learn that individual attitudes and actions make a difference to a class.</p> <p>Understand people's roles in a community</p>
<p>Celebrating Difference (CD) Respect for similarity and difference. Anti-bullying and being unique</p>	<p>I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding bullying Problem-solving</p>	<p>Why do witnesses to bullying sometimes join in?</p>	<p>Children to consider the concept of judging people by their appearance and what first impressions means.</p> <p>Explore bullying including online bullying and what to do if they suspect it.</p>	<p>Know that some forms of bullying are harder to identify eg cyber bullying, tactical bullying.</p> <p>Know the reasons why sometimes witnesses can join in with bullying and not tell anyone.</p>

	<p>to do if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am unique I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>Identifying how special and unique everyone is First impressions</p>		<p>Talk about pressures of being a witness and who some people choose to join in or choose not to tell anyone. Children to share their uniqueness and what is special about themselves. Discuss what first impressions are and how they can change.</p>	<p>Know people make assumptions about a person because of the way they look or act (first impression) Know that there are influences that can affect how we judge a person or situation. Know what to do if they think bullying is or might be taking place. Understand that first impressions can change.</p>
<p>Dreams and Goals (DG) Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to make a new plan and set new goals even if I have been disappointed I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can identify the contributions made by myself and others to the group's achievement</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Resilience Positive attitudes</p>	<p>If you haven't been successful achieving a goal what can you do?</p>		
<p>Healthy Me (HM) Being and keeping safe and healthy</p>	<p>I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p>	<p>Healthier friendships Group dynamics Smoking Alcohol</p>	<p>What does peer pressure mean?</p>		

	<p>I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>Assertiveness Peer pressure Celebrating inner strength</p>			
<p>Relationships (RL) Building positive, healthy relationships</p>	<p>I can recognise situations which can cause jealousy in relationships</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I can tell you about someone I know that I no longer see</p> <p>I understand what having a boyfriend/ girlfriend might mean</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>What situations can cause jealousy?</p>		

	<p>and that it is a special relationship for when I am older I know how to show love and appreciation to the people and animals who are special to me</p>				
<p> Changing Me (CM) Coping positively with change </p>	<p> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what might influence the lives of other people I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my control that I learnt to accept </p>	<p> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change </p>	<p>What are the responsibilities of a parent?</p>		

	I can identify what I am looking forward to when I move to a new class				
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Leighswood Curriculum Progression Map PSHE Year 5

Theme	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Being in my World (BM) 'Who am I and how do I fit?'</p>	<p>I can face new challenges positively and know how to set personal goals I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice Participating</p>	<p>How can an individual's behaviour impact you and a group?</p>	<p>To discuss what goals they could set for the year ahead. (think and plan)</p> <p>Explore rights and responsibilities as a member of their class, school, wider community and their country.</p> <p>Discuss how their behaviour impacts the class including rewards, consequences and feelings.</p> <p>Talk about how they can contribute towards democracy in our school.</p>	<p>Understand how democracy and having a voice benefits the school and community</p> <p>Know how to contribute towards the democratic process</p> <p>Know how to face new challenges positively</p> <p>Set personal goals that can be achieved.</p> <p>Know how an individual's behaviour can affect a group and the consequences of this.</p>
<p>Celebrating Difference (CD) Respect for similarity and</p>	<p>I understand that cultural differences sometimes cause conflict I understand what racism is</p>	<p>Cultural differences and how they can cause conflict Racism</p>	<p>What is racism?</p>	<p>Children to explore culture and cultural differences, linking to racism, debating what it is and how to be aware of their own feelings.</p>	<p>Know external forms of support in regard to bullying eg Childline</p> <p>Know that bullying can be direct or indirect</p>

<p>difference. Anti-bullying and being unique</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world I can understand a different culture from my own</p>	<p>Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>		<p>Revisit bullying and discuss rumours spreading and name calling.</p> <p>Children to learn about direct and indirect ways of bullying as well as ways to encourage children not to use bullying behaviours.</p> <p>Children to consider happiness regardless of material wealth and respecting other people's cultures.</p>	<p>Know that racism is and why it is not accepted</p> <p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know that rumour-spreading is a form of bullying online and offline</p> <p>Understand how their life is different from the lives of children in the developing world.</p>
<p>Dreams and Goals (DG) Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>What job would you like to do when you grow up? Why?</p>		

	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship				
Healthy Me (HM) Being and keeping safe and healthy	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can describe the different attitudes people have to food and how these can be affected by external influences</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>Smoking, including vaping</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	What are the health risks of smoking?		
Relationships (RL) Building positive, healthy relationships	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I understand that belonging to an online community can have</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p>	How do you stay safe on the internet?		

	<p>positive and negative consequences I understand there are rights and responsibilities in an online community or social network I know there are rights and responsibilities when playing a game online I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe when using technology to communicate with my friends</p>	<p>Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p>			
<p>Changing Me (CM) Coping positively with change</p>	<p>I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand this</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>	<p>What are you looking forward to when you become a teenager?</p>		

	brings growing responsibilities (age of consent) I can identify what I am looking forward to when I move to my next class.				
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Leighswood Curriculum Progression Map PSHE Year 6

Theme	National Curriculum	Substantive Concepts	Wonder	Investigate	Learn and Discover
<p>Being in my World (BM) 'Who am I and how do I fit?'</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community</p>	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>How does democracy and you having a voice benefit your school community?</p>	<p>Discuss the year ahead and discuss hopes and fears about the future.</p> <p>Children to learn about the United Nations Convention on the Rights of the Child (displayed in each class). To understand that these are not met world wide.</p> <p>Learn that choices can affect far-reaching groups locally and globally.</p> <p>Explore behaviour and it's impacts.</p> <p>Learn to talk about democracy, how it benefits the school and they can contribute towards it.</p>	<p>Know about Children's universal rights</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally or globally</p> <p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are.</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process.</p>

<p>Celebrating Difference (CD) Respect for similarity and difference. Anti-bullying and being unique</p>	<p>I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as celebration Empathy</p>	<p>Can you explain a way that a difference can cause conflict and a cause for celebration?</p>	<p>Children to discuss similarities and differences and that for people being different is difficult. Children to understand about bullying and that some people can have power over others in a group. Children to learn about people with disabilities and look at achievements and amazing lives that they lead.</p>	<p>Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict Know that being different can affect someone's life Know why some people choose to bully others Know that people with disabilities can live amazing lives.</p>
<p>Dreams and Goals (DG) Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>What is your goal? What are the steps that you need to take to reach the goal?</p>		

	<p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>				
<p>Healthy Me (HM) Being and keeping safe and healthy</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>What is stress?</p> <p>What are the triggers?</p>		

<p>Relationships (RL) Building positive, healthy relationships</p>	<p>I know that it is important to take care of my mental health I know how to take care of my mental health I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family</p>	<p>Mental Health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>What are the different stages of grief? What are the different types of loss?</p>		
<p>Changing Me (CM) Coping positively with change</p>	<p>I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>	<p>What are your fears or concerns about secondary school? What are you most excited about?</p>		

	<p>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>				
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