



PSHE CURRICULUM MAP & PROGRESSION

Reception	<p>New Beginnings: <i>Rules & Routines</i></p> <p>See themselves as a valuable individual: Celebrating Differences: <i>What makes me special?</i></p> <p>Build constructive and respectful relationships: <i>Building relationships with peers and wider community</i></p> <p>Express their own feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally: Chase Me: Anti-Bullying/Playing Nicely</p> <p>Think about perspectives of others</p> <p>Manage their own needs and personal hygiene: Road safety/Looking after my teeth/Sun and water safety</p> <p>Changes: Dreams & Goals</p>					
	YEAR A			YEAR B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Key Stage 1	Y1 Relationships Friendship Y1 Computer Safety Online Bullying Keeping/Staying Safe Fire Safety-Fire Service Visit	Y1 Feelings & Emotions Jealousy Y1 Our world Growing in our world Y1 Keeping/Staying Healthy Washing Hands	Y1 Being Responsible Water Spillage Hazard Watch Safe to eat & drink/Safe to play with	Y2 Keeping/Staying Healthy Healthy Eating/ Brushing Teeth Y2 Relationships Bullying/Body Language	Y2 Feelings & Emotions Worry/Anger Y2 Being Responsible Helping someone in Need/Practice makes perfect Y2 Computer Safety Image Sharing	Y2 Our world Living/working in our world Y1 Keeping/Staying Safe Road Safety



Lower Key Stage 2	Y3 Keeping/Staying Safe Leaning out of windows Y3 Keeping/Staying Healthy Medicine Y3 Computer Safety Making Friends Online	Y3 Relationships Touch Y3 Our world Looking after our world	Y3 Being Responsible Stealing Y3 Feelings & Emotions Grief	Y4 Keeping/Staying Safe Cycle Safety Y4 Keeping/Staying Healthy Healthy Living Y4 Growing & Changing Appropriate Touch	Y4 Being Responsible Coming home on time Keeping/Staying Safe First Aid Y4 A world without judgment Breaking down barriers	Y4 Feelings & Emotions Jealousy Y4 Computer Safety Online Bullying Y4 The working world Chores at home
Upper Key Stage 2	Y5 Keeping/Staying Safe Peer Pressure Y5 Keeping/Staying Healthy Smoking Y5 The working world Enterprise	Y5 Growing & Changing Puberty Y5 Being Responsible Looking out for others	Y5 Feelings & Emotions Anger Y5 Computer Safety Image sharing	Y6 Keeping/Staying Safe Water Safety Fire Service Visit Y6 Keeping/Staying Healthy Alcohol Y6 The working world In-App purchases	Y6 Growing & Changing Conception Y6 Being Responsible Stealing	Y6 Feelings & Emotions Worry Y5 Computer Safety Making friends online

The Rationale underpinning the Ventrus PSHE Curriculum:

The elements which are studied in Ventrus schools have been determined through consultation with teachers and leaders (including PHSE specialists) across our primary and secondary schools.

The Ventrus curriculum offer for PSHE (including RSE) in Key Stages 1, 2 and 3 is designed to:



- Enable teachers to access high quality shared resources relating to the subject content and thereby contributing to a reduction in their workload;
- Ensure that teachers have a consistent understanding of the knowledge and skills which define the age-related expectations;
- Ensure that children transition to secondary school and beyond with the knowledge and skills which will enable them to be confident, well-informed individuals leading safe and healthy lives.

At St David's CE Primary School, we teach PSHE through the 1decision scheme of work. This scheme fulfils all the requirements for the statutory Relationships and Health Education curriculum, as announced by the Department for Education in England in 2019, for full implementation from September 2020; it has received the PSHE kitemark.

The updated PSHE Association Programme of Study for PSHE education (2020) supports schools to provide a comprehensive programme that combines the new statutory content for Relationships Education, Relationships and Sex Education (RSE), and Health Education. 1decision links to the PSHE Association's Programme of Study based on their three core themes:

Core theme 1: Health and Wellbeing

Core theme 2: Relationships

Core theme 3: Living in the Wider World

The 1decision resources have been built around the above three core themes, and the 10 principles of effective PSHE education, as follows:

1. Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. For maximum impact, involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.



3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant, and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.



We choose where the resources fit best in terms of pupil maturity, current knowledge, and geographical location. The PSHE framework is not definitive and, as such, we adapt and enrich it as we determine appropriate, including relocating learning in different key stages in accordance with pupils' readiness or needs. PSHE education addresses pupils' previous experiences and prepares them for the future. At key stage 1 & 2 each module within the 1decision series builds on our Early Years programme and begins with a baseline assessment of the pupils' current knowledge, which allows teachers to address any gaps in their learning. Our 8-11 programme has clear progressive routes from our 5-8 programme, and the children's gained knowledge is highlighted throughout the assessment process. There are 9 modules for each age group:

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." - Department for Education's Statutory framework for the early years foundation stage (March 2021).

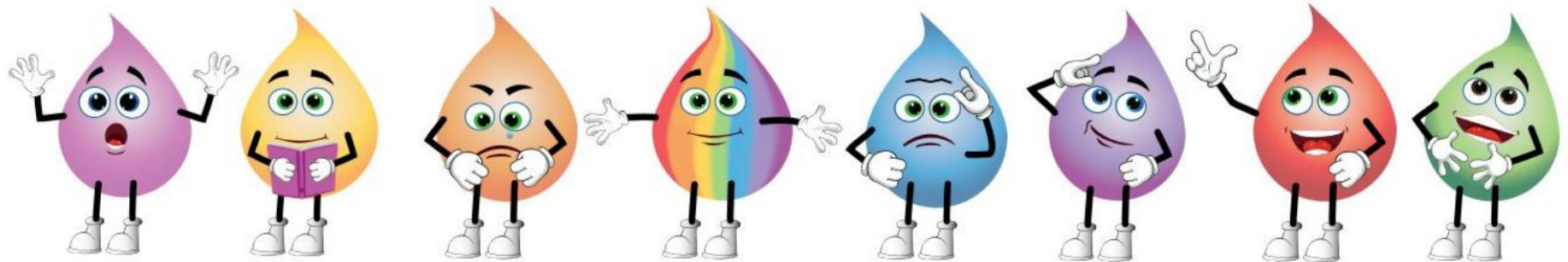
The 1decision Early Years Portal has been created to support 'in the moment' planning and does not provide individual or suggested lessons. The choice of when and how to use the 1decision EYFS content is down to the discretion of the reception teachers. The resources are suitable for children aged 3-5, but may also be suitable for older children, particularly those with SEN. Meet the Rainbow Drops! Children are guided through our Early Years resources by our colourful Rainbow Drop characters. Throughout these resources, the Rainbow Drops will go on many adventures and learn a lot about the wider world that they live in.



PSHE in the Early Years:

PSHE sits within the areas of Personal, Social and Emotional development and Understanding of the World. 1Decision PSHE supports our children in their development towards their Early Learning Goals and across the characteristics of effective learning. From an early age, the children at St David's CE Primary School learn to develop respectful communication and they are aware of the feelings and wishes of others. The continuous provision is planned to provide the children with the opportunity to further develop the skills that they have learned from focused sessions and then practise using these independently. The youngest learners in the school are exposed to and participate in upholding British Values.

Across the PSHE1Decision modules, children will develop the knowledge, skills and attributes in the following key areas: ELG: Self-Regulation/ELG: Managing Self/ELG: Building Relationships





Age 5 – 8 Units

Keeping/Staying Safe

- Road Safety
- Leaning Out of Windows
- Staying Safe
- Tying Shoelaces

Keeping/Staying Healthy

- Healthy Eating
- Brushing Teeth
- Washing Hands
- Medicine

Relationships

- Bullying
- Body Language
- Friendship
- Touch

Being Responsible

- Practice Makes Perfect
- Helping Someone in Need
- Stealing
- Water Spillage

Feelings and Emotions

- Jealousy
- Worry
- Anger
- Grief

Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

Our World

- Growing in Our World
- Living in Our World
- Working in Our World
- Looking After Our World

Hazard Watch

- Is it safe to eat or drink?
- Is it safe to play with?

Special Edition Module - Fire Safety

- Hoax Calling
- Petty Arson
- Enya and Deedee Visit the Fire Station
- Texting Whilst Driving



Age 8 – 11 Units

Keeping/Staying Safe

- Cycle Safety
- Peer Pressure
- Water Safety
- Keeping/Staying Safe Documentary

Keeping/Staying Healthy

- Healthy Living
- Smoking
- Alcohol
- Keeping/Staying Healthy Documentary

Growing and Changing

- Relationships
- Puberty
- Conception
- Growing and Changing Documentary

Being Responsible

- Coming Home on Time
- Looking Out for Others
- Stealing
- Being Responsible Documentary

Feelings and Emotions

- Jealousy
- Anger
- Worry
- Feelings and Emotions Documentary

Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

The Working World

- Chores at Home
- Enterprise
- In-App Purchases
- The Working World Documentary

A World Without Judgement

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values
- A World Without Judgement Documentary

Special Edition Module - First Aid

- First Aid - Year 4
- First Aid - Year 5
- First Aid - Year 6 (Part 1)
- First Aid - Year 6 (Part 2)



PSHE Progression at St David's CE Primary School

KEEPING/STAYING HEALTHY						
	KS1		LKS2		UKS2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Washing Hands before snack and lunch time. Washing hands after visiting the toilet.</p> <p>Know that we have a healthy snack each day.</p> <p>Know the importance of eating our fruit and vegetable at lunch time.</p>	<p>understand why we need to wash our hands</p> <p>know how germs are spread and how they can affect our health</p> <p>be able to practise washing your hands</p> <p>know the differences between healthy and unhealthy choices</p>	<p>know that food is needed for our bodies to be healthy and to grow</p> <p>understand that some foods are better for good health than others</p> <p>be able to list different types of healthy food</p> <p>be able to list different types of healthy food</p> <p>understand how to keep yourself and others healthy</p> <p>know the differences between healthy and unhealthy choices</p>	<p>know, understand, and be able to practise simple safety rules about medicine</p> <p>understand when it is safe to take medicine</p> <p>know who we can accept medicine from</p> <p>understand the differences between healthy and unhealthy choices</p>	<p>explain what is meant by a balanced diet and plan a balanced meal</p> <p>recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</p> <p>understand nutritional information on packaged food and explain what it means</p>	<p>explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</p> <p>describe how smoking can affect your immediate and future health and wellbeing</p> <p>give reasons why someone might start and continue to smoke</p>	<p>identify what is a risky choice</p> <p>identify the risks associated with alcohol</p> <p>describe how alcohol can affect your immediate and future health</p> <p>develop and recognise skills and strategies to keep safe</p>



Brushing Teeth Learning how and why to brush our teeth regularly.		understand why we need to brush our teeth be able to practise brushing your teeth know the differences between healthy and unhealthy choices be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy		describe different ways to maintain a healthy lifestyle	identify and use skills and strategies to resist any pressure to smoke	Drug extension: • carry out research understand the difference between 'legal' and 'illegal' drugs • around cannabis • identify the risks associated with using cannabis
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KEEPING/STAYING SAFE

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Keeping Myself Safe.</p> <p>Sun safety – What should I do to protect myself from the sun?</p> <p>Water safety- How should I behave near deep water?</p> <p>Explore road safety – How do I keep safe walking beside and crossing a road?</p>	<p>understand why it is important to stay safe when crossing the road</p> <p>be able to recognise a range of safe places to cross the road</p> <p>understand the differences between safe and risky choices</p> <p>know different ways to help us stay safe</p>	<p>Know the reasons to make sure your laces are tied</p> <p>Learn how to tie up laces properly</p> <p>Know rules to keep yourself and others safe</p> <p>Understand the differences between safe and risky choices</p>	<p>know ways to keep yourself and others safe</p> <p>be able to recognise risky situations</p> <p>be able to identify trusted adults around you</p> <p>understand the differences between safe and risky choices</p> <p>be able to recognise a range of warning signs</p> <p>know the importance of listening to our trusted adults</p> <p>be able to spot the dangers we may find at home</p> <p>be able to understand ways we can</p>	<p>identify strategies we can use to keep ourselves and others safe</p> <p>recognise the impact and possible consequences of an accident or incident</p> <p>identify what is a risky choice</p> <p>create a set of rules for and identify ways of keeping safe</p>	<p>identify strategies we can use to keep ourselves and others safe</p> <p>recognise ways to manage peer pressure</p> <p>explain the potential outcomes that may happen when we take risks</p> <p>recognise the impact and possible consequences of an accident or incident</p>	<p>identify a range of danger signs</p> <p>develop and name strategies that can help keep ourselves and others safe</p> <p>recognise the impact and possible consequences of an accident or incident</p>



			keep ourselves and others safe at home know the differences between safe and risky choices			
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RESPONSIBILITY

	KS1		LKS2		UKS2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand that they have certain tasks to carry out. E.g. helping hands, sheep dog, Tidying away their toys. Put their rubbish in the bin and recycling into another bin.	know how you can help people around you understand the types of things you are responsible know how and understand the importance of preventing accidents for	be able to name ways you can improve in an activity or sport understand the importance of trying hard and not giving up be able to see the benefits of practising an activity or sport	understand the differences between borrowing and stealing be able to describe how you might feel if something of yours is borrowed and not returned	recognise the importance of behaving in a responsible manner in a range of situations describe a range of situations where being on time is important	recognise why we should take action when someone is being unkind describe caring and considerate behaviour, including the importance of looking out for others demonstrate why it is important to behave in an	explain what consent means recognise the importance of being honest and not stealing explain why it is important to have a trusting



<p>Walking through the school to their PE lesson in a responsible way.</p> <p>Waiting to be matched with parents at the end of the school day.</p>	<p>be able to recognise the differences between being responsible and being irresponsible</p>	<p>be able to learn ways to set goals and work to reach them</p> <p>know how you can help other people</p> <p>be able to recognise kind and thoughtful behaviours and actions</p> <p>understand the risks of talking to people you don't know very well in the community</p> <p>be able to identify the differences between being responsible and being irresponsible</p>	<p>know why it is wrong to steal</p> <p>be able to understand the differences between being responsible and irresponsible</p>	<p>explain the importance of having rules in the home</p> <p>describe ways that behaviour can be seen to be sensible and responsible</p>	<p>appropriate and responsible way</p> <p>identify how making some choices can impact others' lives in a negative way</p>	<p>relationship between friends and family</p> <p>identify how making some choices can impact others' lives in a negative way</p>
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FEELINGS AND EMOTIONS

	KS1		LKS2		UKS2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Naming & describing different feelings Transition & changes	be able to recognise and name emotions and their physical effects	be able to recognise and name emotions & their physical effects	be able to recognise and name emotions and their physical effects	recognise our thoughts and feelings and emotions and identify the differences between those that feel good and those that feel not so good	recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant	recognise our thoughts, feelings and emotions
Feeling worried Missing parents	know the difference between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant/uncomfortable emotions understand that feelings can be communicated with and without words	know the difference between pleasant & unpleasant emotions Learn a range of skills for coping with unpleasant/uncomfortable emotion understand that feelings can be communicated with and without words	know the difference between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant/uncomfortable emotion understand that feelings can be communicated with and without words	describe how we can support others who feel lonely, jealous, or upset recognise that we can choose how we act on our emotions & understand that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control emotions	explain how feelings can be communicated without words recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions such as anger	identify how we can reduce our feeling of worry explain how we can support others who feel worried recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people



RELATIONSHIPS

	KS1		LKS2		UKS2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Bullying – to learn that a bully is someone who does something unkind to me more than once. To know what to do if I feel I am being bullied.</p> <p>Be able to identify positive and negative behaviours.</p> <p>To share, take turns and cooperate with others.</p> <p>To support each other in their play</p>	<p>Understand how to be a good friend</p> <p>be able to recognise kind and thoughtful behaviours</p> <p>understand the importance of caring about other people's feelings</p> <p>be able to see a situation from another person's point of view</p>	<p>be able to name a range of feelings</p> <p>understand why we should care about other people's feelings</p> <p>be able to see and understand bullying behaviours</p> <p>know how to cope with these bullying behaviours</p>	<p>understand the difference between appropriate and inappropriate touch</p> <p>know why it is important to care about other people's feelings</p> <p>understand personal boundaries</p> <p>know who and how to ask for help</p> <p>be able to name human body parts</p>	<p>identify the different types of relationships we can have and describe how these can change as we grow</p> <p>explain how our families support us and how we can support our families</p> <p>identify how relationships can be healthy or unhealthy</p> <p>explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</p>	<p>explain what puberty means</p> <p>describe the changes that boys and girls may go through during puberty</p> <p>identify why our bodies go through puberty</p> <p>develop coping strategies to help with the different stages of puberty</p> <p>identify who and what can help us during puberty</p>	<p>explain the terms 'conception' and 'reproduction'</p> <p>describe the function of the female and male reproductive systems</p> <p>identify the various ways adults can have a child</p> <p>explain various different stages of pregnancy</p> <p>identify the laws around consent</p>



COMPUTER SAFETY

	KS1		LKS2		UKS2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pinks screen time</p> <p>Why do we have passwords?</p> <p>What should we do if we don't like something on our screen?</p>	<p>understand how your online activity can affect others</p> <p>be able to identify the positives and negatives of using technology</p> <p>know who and how to ask for help</p> <p>be able to recognise kind and unkind comments</p>	<p>understand how your online actions can affect others</p> <p>be able to name the positive and negative ways you can use technology</p> <p>know the risks of sharing images without permission</p> <p>understand the types of images that you should and should not post online</p> <p>know who and how to ask for help</p>	<p>be able to identify possible dangers and consequences of talking to strangers online</p> <p>know how to keep safe in online chatrooms</p> <p>be able to name the positives and negatives of using technology</p> <p>understand the difference between safe and risky choices online</p>	<p>recognise the key values that are important in positive online relationships</p> <p>identify the feelings and emotions that may arise from online bullying</p> <p>develop coping strategies to use if we or someone we know is being bullied online</p> <p>identify how and who to ask for help</p>	<p>list reasons for sharing images online</p> <p>identify rules to follow when sharing images online • describe positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online</p>	<p>list the key applications that we may use now and in the future</p> <p>know and understand why some applications have age restrictions</p> <p>identify ways to keep yourself and others safe in a range of situations online and offline</p> <p>recognise that people may not always be who they say they are online</p>



		be able to list rules for keeping and staying safe				
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OUR WORLD/THE WORKING WORLD						
	KS1		LKS2		UKS2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>understand why we should look after living things</p> <ul style="list-style-type: none"> • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean 	<p>understand different ways we can receive money</p> <ul style="list-style-type: none"> • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs 	<p>be able to explain the meaning of reduce, reuse, and recycle</p> <ul style="list-style-type: none"> • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint 	<p>identify ways in which we can help those who look after us</p> <p>explain the positive impact of our actions</p> <p>describe the ways in which we can contribute to our home, school, and community</p>	<p>understand and explain why people might want to save money</p> <p>identify ways in which you can help out at home</p> <p>budget for items you would like to buy recognise ways to make money and the early stages of enterprise</p>	<p>know and understand various money-related terms</p> <p>recognise some of the ways in which we can spend money via technology</p> <p>describe the potential impact of spending money without permission</p>



	<ul style="list-style-type: none">• be able to encourage others to help keep their communities and countryside clean			identify the skills we may need in our future job roles		identify strategies to save money
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