



Curriculum Mapping and Progression Document

PSHE

Vision for PSHE

We aim to have a positive impact on a number of outcomes for our young people, including their physical and mental health, safety, careers, financial capability and economic well-being..

Our PSHE Curriculum Will Enable Pupils to:

The curriculum delivered in school aims to develop children's confidence, self-esteem and awareness to:

- actively promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- promote tolerance and respect of all faiths (and those with no faith), cultures and lifestyles through effective spiritual, moral, social and cultural development;
- make the most of their abilities;
- play an active, positive role as citizens in a democratic society;
- understand and develop good relationships with each other and all members of the school and wider community;
- have respect for each other and the differences between people;
- develop a healthy and safe lifestyle;
- make informed choices regarding personal and social issues – be responsible members of the school community.

Intent

At Guardian Angels, PSHE is considered across the curriculum and is a fundamental part of the children's school experience. In maths, children are taught the importance of a growth mindset which supports their self-belief, resilience and perseverance and supports success across the wider curriculum and in social contexts. In humanities, the children learn the significance of their local area and key figures from within it. They also have access to positive role models from the community and this supports their learning in many areas, including religious education and learning about local heritage.

In addition the emphasis on PSHE across the work of the school, Personal, Social, Health Education is taught explicitly as part of the whole-school approach. We believe that successful PSHE supports children's learning capacity and this aspect of the school's work is held in high regard as we believe that it promotes wellbeing and underpins children's development as people.

PSHE in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p align="center">Physical Development</p>	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom 	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practises some appropriate safety measures without direct supervision. 	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>
<p align="center">Personal, Social and Emotional Development: Self-confidence and Self- awareness</p>	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Is confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help 	<ul style="list-style-type: none"> • Is confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. 	<p>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>

PSHE in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p>Personal, Social and Emotional Development: Managing Feelings and Behaviour</p>	<ul style="list-style-type: none"> • Is aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Is aware of the boundaries set, and of behavioural expectations in the setting. • Is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy 	<p>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>Personal, Social and Emotional Development: Making Relationships</p>	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise 	<p>Children play co-operatively, 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>

PSHE in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<p>Understanding the World: People and Communities</p>	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life 	<ul style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 40-60 months Enjoys joining in with family customs and routines. 	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Understanding the World: The World</p>	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Is developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change 	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>

Key Stage 1 PSHE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Being Me in the World (6 sessions)</u></p> <p>Special and safe My class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning</p>	<p><u>Celebrating Difference (6 Sessions)</u></p> <p>The same as.. Different from.. What is bullying? What do I do about bullying? Making friends Celebrating difference</p>	<p><u>Dreams and Goals (6 Sessions)</u></p> <p>Goals Setting goals Achieving together Tackling New Challenges Overcoming obstacles Celebrating my success</p>		<p><u>Healthy Me (6 Sessions)</u></p> <p>Being healthy Healthy Choices Clean and Healthy Medicine Safety Road Safety Happy, healthy me.</p>	<p><u>Relationships (6 Sessions)</u></p> <p>Families Making friends Greetings People who help me Being my own best friend Celebrating relationships</p>
Year 2	<p><u>Life to the Full - Module 1, Units 2-4 (6 Sessions)</u></p> <p>I Am Unique (Me) Girls & Boys Clean & Healthy Feelings, Likes, Dislikes Feelings Inside Out Super Susie Gets Angry</p>	<p><u>Celebrating Difference (6 Sessions)</u></p> <p>Stereotypes Boys and girls Why does bullying happen? Standing up for myself Gender Diversity Being friends</p>	<p><u>Life to the Full - Module 2 units 2-3 (7 sessions)</u></p> <p>Treat Others Well... ...And Say Sorry Being Safe Good Secrets & Bad Secrets Physical Contact Harmful Substances</p>		<p><u>Healthy Me (6 Sessions)</u></p> <p>Keeping my body healthy Being relaxed Medicine safety Healthy eating Happy me</p>	<p><u>Life to the Full - Module 3 units 1-2 (3 sessions)</u></p> <p>Three in One Who is my Neighbour? The Communities We Live In</p>

Lower Key Stage 2 PSHE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Being Me in the World (6 sessions)</u></p> <p>Getting to know each other Our nightmare school Our dream school Rewards and consequences Responsible choices</p>	<p><u>Celebrating Difference (6 Sessions)</u></p> <p>Families Family conflict Witness and feelings Witness and solutions Words that harm</p>	<p><u>Dreams and Goals (6 Sessions)</u></p> <p>Dreams and goals Ambitions New challenges Achieving a challenge Overcoming obstacles</p>		<p><u>Healthy Me (6 Sessions)</u></p> <p>Being fit and healthy Being fit and Healthy What do I know about drugs? Keeping safe Safe or unsafe</p>	<p><u>Relationships (6 Sessions)</u></p> <p>Family roles and responsibilities Friendships Keeping safe online Being a global citizen 1 Being a global citizen 2</p>
Year 4	<p><u>Life to the Full - Module 1, Units 2-4 (6 Sessions)</u></p> <p>We Don't Have To Be The Same Respecting Our Bodies What is Puberty? Changing Bodies What Am I Feeling? What Am I Looking At? Life Cycles</p>	<p><u>Celebrating Difference (6 Sessions)</u></p> <p>Judging by appearances Understanding influences Understanding bullying Problem solving What is special about me?</p>	<p><u>Life to the Full - Module 2 units 2-3 (7 sessions)</u></p> <p>Friends, Family & Others When Things Feel Bad Sharing Online Chatting Online Safe in My Body Drugs, Alcohol Tobacco</p>		<p><u>Healthy Me (6 Sessions)</u></p> <p>My friends and me Group dynamics Smoking Alcohol Peer pressure</p>	<p><u>Life to the Full - Module 3 units 1-2 (3 sessions)</u></p> <p>Trinity House What is the Church? How Do I Love Others</p>

Upper Key Stage 2 PSHE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><u>Being Me in the World (6 sessions)</u></p> <p>My year ahead Being a citizen of my country Year 5 responsibilities Rewards and consequences behaviour</p>	<p><u>Celebrating Difference (6 Sessions)</u></p> <p>Different cultures Racism Rumours and name calling Types of bullying Does money matter?</p>	<p><u>Dreams and Goals (6 Sessions)</u></p> <p>When I grow up.. Jobs and Careers My Dream Job Young people in other cultures How can we support each other?</p>		<p><u>Healthy Me (6 Sessions)</u></p> <p>Smoking Alcohol Emergency Aid Body Image My relationship with food</p>	<p><u>Relationships (6 Sessions)</u></p> <p>Recognise me Safety with online communities Being in an online community Online gaming Screen time</p>
Year 6	<p><u>Life to the Full - Module 1, Units 2-4 (6 Sessions)</u></p> <p>Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep Body Image Peculiar Feelings Seeing Stuff Online</p>	<p><u>Celebrating Difference (6 Sessions)</u></p> <p>Am I normal? Understanding Differences Power Struggles Why bully</p>	<p><u>Life to the Full - Module 2 units 2-3 (7 sessions)</u></p> <p>Sharing Isn't Always Caring Cyberbullying Types of Abuse Impacted Lifestyles Making Good Choices Giving Assistance</p>		<p><u>Healthy Me (6 Sessions)</u></p> <p>Taking responsibility for my health Drugs Exploitation Gangs Emotional and Mental Health</p>	<p><u>Life to the Full - Module 3 units 1-2 (3 sessions)</u></p> <p>The Trinity Catholic Social Teaching Reaching Out</p>

The KiVa program is being implemented at our school!

KiVa stands for against bullying or antibullying. The KiVa program is a model funded by the Finnish ministry of education and developed by the University of Turku in order to reduce school bullying. KiVa has been shown to reduce bullying and to increase well-being at school! In Finland almost all elementary schools are implementing the KiVa program.



During KiVa lessons the students will learn about ways to fight bullying

KiVa is visible in many ways in the daily life at school. The students will take part in the KiVa lessons (10 lessons, each consisting of two 45-minute sessions). The lessons include discussions, group work, short films about bullying and role play. Their content proceeds from general topics such as the importance of respect in human relationships to the mechanism and consequences of bullying. Many lessons concentrate on the role a group can have in maintaining or stopping bullying: the students think about and practice different ways to resist bullying. The lessons are supplemented by the KiVa antibullying computer game. KiVa posters in the school halls ensure that the program is constantly visible

PSHE Skills Progression

Puzzle Piece	KS1 Skills			KS2 Skills			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>Help other to feel welcome.</p> <p>Making our school a safer place.</p> <p>Thinking about our right to learn.</p> <p>Caring for others.</p> <p>Working well with others.</p>	<p>Explain why my class is a happy and safe place to learn.</p> <p>Give different examples of where I or others make my class a safe and happy place.</p>	<p>Life to the Full – Module 1 Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love., it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:</p>	<p>Explain how my behaviour can affect how others feel and behave.</p> <p>Say why it is important to have rules and how it helps me and others to learn.</p>	<p>Life to the Full – Module 1 Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:</p>	<p>Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place.</p> <p>Explain how actions of one person can affect another person.</p>	<p>Life to the Full Module 1 Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships:</p>
Celebrating Difference	<p>Accept that we are all different.</p> <p>Include others when working and playing.</p> <p>Know how to help other people.</p> <p>Try to solve problems.</p> <p>Use kind words.</p> <p>Give and receive compliments.</p>	<p>Tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>Explain what bullying is and how being bullied might make somebody feel.</p>	<p>Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>Explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>Tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>Explain why it is good to accept myself and others for who we are.</p>	<p>Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>

PSHE Skills Progression

Puzzle Piece	KS1 Skills			KS2 Skills			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dreams and Goals	<p>Stay motivated when doing something challenging.</p> <p>Keep trying even when things are tricky.</p> <p>Work well with a partner or a group.</p> <p>Have a positive attitude.</p> <p>Help others to achieve their goals.</p>	<p>Explain how I feel when I am successful and how this can be celebrated positively.</p> <p>Say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Life to the Full – Module 2 Personal Relationships children once again meet Super Susie, who helps them to identify the 'special people' in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p>	<p>Explain the different ways that help me learn and what I need to do to improve.</p> <p>Confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Life to the Full- Module 2 Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.</p> <p>Puberty and Changing Bodies, but recommend that a decision is made locally about the best time and place for the teaching of these sessions. Refer to the school's RSE Policy and the school's Programme Coordinator to establish this.</p>	<p>Compare my hopes and dreams with those of young people from different cultures.</p> <p>Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Life to the Full Module 2</p> <p>Through a series of short sketches from presenters Zoe and Joey, Unit 2 – Personal Relationships aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.</p>

PSHE Skills Progression

Puzzle Piece	KS1 Skills			KS2 Skills			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Me	<p>Make healthy choices. Eat a balanced diet. Be physically active.</p> <p>Try to keep themselves and others safe. Know how to be a good friend and have a healthy relationship. Keep calm and deal with tricky situations.</p>	<p>Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>Give examples of when being healthy can help me feel happy.</p>	<p>Explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices.</p> <p>Compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>Express how being anxious/scared and unwell feels.</p>	<p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems relating to body image pressures and how smoking and alcohol misuse is unhealthy. Summarise different ways that I respect and value my body.</p>	<p>Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
Relationships	<p>Know how to make friends.</p> <p>Try to solve friendship problems when they occur.</p> <p>Help others feel part of a group.</p> <p>Show respect when dealing with other people.</p> <p>Know how to help themselves and others when they feel upset.</p> <p>Know and show what makes a good friendship.</p>	<p>Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>Give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>Life to the Full – Module 3 Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the "Smartie the Penguin" resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datta, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.</p>	<p>Explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>Explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>Life to the Full – Module 3 Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.</p> <p>Life Cycles explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving. Sexual intercourse is not discussed in this session.</p>	<p>Compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Life to the Full Module 3 Keeping Safe builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The third session in the Unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect. Children will know how to spot each type of abuse and who they can go to for help. The final three sessions in this Module explore how drugs, alcohol and tobacco can negatively affect people's lifestyles and the body's natural functioning, discuss how to make good choices even in pressured situations, and teach essential First Aid such as DR ABC and the recovery position.</p>

PSHE Skills Progression

Puzzle Piece	KS1 Skills			KS2 Skills			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing Me	<p>Understand that everyone is unique and special.</p> <p>Can express how they feel when they are happy.</p> <p>Understand and respect changes which happen in them.</p> <p>Understand changes which happen in them.</p> <p>Look forward to change.</p>	<p>Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>Explain why some changes I might experience might feel better than others.</p>	<p>Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>Explain how boys' and girls' bodies change on the inside/outside 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.</p> <p>Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>Explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

Note: the units highlighted in dark blue are the RHE (Relationship and Health Education) units of work

