

PSHE Topic & Progression Map							
		Autumn 1: Being Me in My World Autumn 2: Celebrating Difference		Spring 1: Dreams and Goals Spring 2: Healthy Me		Summer 1: Relationships Summer 2: Changing Me	
		Spread over the year: 15 MindUP Lessons and 10 NO OUTSIDERS lessons					
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1: Being Me in My World	PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.	- I can explain why my class is a happy and safe place to learn. - I can give different examples where I or others make my class happy and safe.	- I can explain why my behaviour can impact on other people in my class. - I can compare my own and my friends’ choices and can express why some choices are better than others.	- I can explain how my behaviour can affect how others feel and behave. - I can explain why it is important to have rules and how that helps me and others in my class learn. - I can explain why it is important to feel valued	- I can explain why being listened to and listening to others is important in my school community. - I can explain why being democratic is important and can help me and others feel valued	- I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. - I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	- I can explain how my choices can have an impact on people in my immediate community and globally. - I can empathise with others in my community and globally and explain how this can influence the choices I make.
Autumn 2: Celebrating Difference	Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others. Show sensitivity to their own and to others’ needs.	- I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special - I can explain what bullying is and how being bullied might make somebody feel.	- I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. - I can explain how it feels to have a friend and be a friend. I can also explain why it is	- I can 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. - I can tell you how being involved with a conflict makes me feel and can offer strategies to help	- I can 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. I can explain why it is good to accept myself and others for who we are	- I can 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. - I can explain why racism and other forms of	- I can explain ways in which difference can be a source of conflict or a cause for celebration. - I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

			OK to be different from my friends.	the situation. e.g Solve It Together or asking for help.		discrimination are unkind. • I can express how I feel about discriminatory behaviour.	
Spring 1: Dreams and Goals		- I can explain how I feel when I am successful and how this can be celebrated positively. - I can say why my internal treasure chest is an important place to store positive feelings.	- I can explain how I played my part in a group and the parts other people played to create an end product. - I can explain how our skills complemented each other. - I can explain how it felt to be part of a group and can identify a range of feelings about group work.	- I can explain the different ways that help me learn and what I need to do to improve. - I am 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.	- I can plan and set new goals even after a disappointment. - I can explain what it means to be resilient and to have a positive attitude	- I can compare my hopes and dreams with those of young people from different cultures. - I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	- I can explain different ways to work with others to help make the world a better place. - I can explain what motivates me to make the world a better place.
Spring 2: Healthy Me		- I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. - I can give examples of when being healthy can help me feel happy.	- I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. - I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices	- I can 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 and how to call emergency services. - I can express how being anxious/ scared and unwell feels.	- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. - I can identify feelings of anxiety and fear associated with peer pressure	- I can explain different roles that food and substances can play in people's lives. - I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. - I can summarise different ways that I respect and value my body.	- I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. - I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
Summer 1: Relationships		I can explain why I have special relationships with	I can explain why some things might make me	I can explain how my life is influenced	I can recognise how people are feeling when they	I can compare different types of friendships and	I can identify when people may be experiencing

		some people and how these relationships help me feel safe and good about myself. • I can also explain how my qualities help these relationships. • I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. • I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships	positively by people I know and also by people from other countries. • I can explain why my choices might affect my family, friendships and people around the world who I don't know.	miss a special person or animal. • I can give ways that might help me manage my feelings when missing a special person or animal	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. • I can 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.	feelings associated with loss and also recognise when people are trying to gain power or control. • I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.
Summer 2: Changing Me		• I can 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. • I can explain why some changes I might experience might feel better than others.	• I can 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. • I can 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	• I can 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. • I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	• I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. • I can 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.	• I can 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. I can 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.	• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.