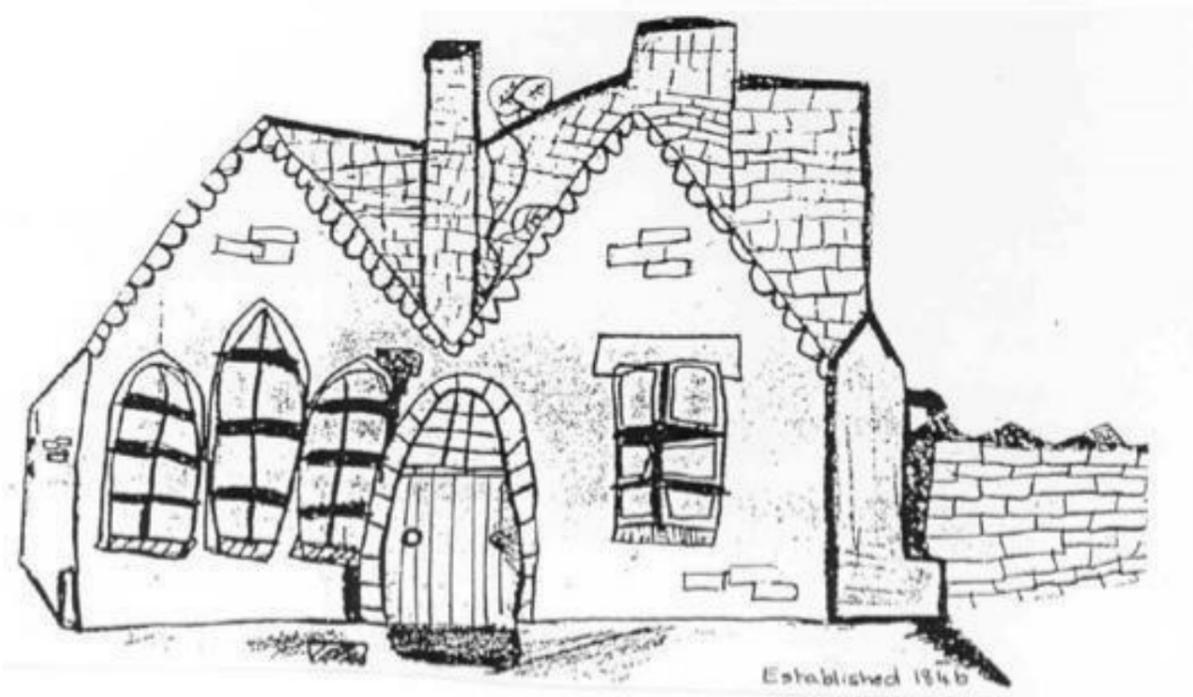




PSHE Progression and Skills Map



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, National and global community.

'Fullness of life for all, through working together with the love of Christ.'

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

'The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.'

Be kind, be fair, be thankful.

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PROGRESSION AND SKILLS MAP – PSHE at Quinton Church Primary School

National Curriculum

Pupil must be taught:

- About healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- Develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.
- To know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.
- The knowledge and capability to take care of themselves and receive support if problems arise.
- To foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- In the ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

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Developing physical health and well-being has lifelong benefits: covered in Healthy Me & Changing Me

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions. Covered in P.E. curriculum I am beginning to make connections between my diet and my physical health and well-being. Healthy Me: lessons 1 – 3 I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts. Changing Me: lessons 3 and 4 I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I am beginning to know how to respond and get help. Healthy Me: lessons 4 - 6 	<ul style="list-style-type: none"> I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges. Covered in P.E. curriculum I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being. Healthy Me, ages 5-6: lessons 1 and 2 Healthy Me, ages 6-7: lessons 1, 4 and 5 Healthy Me, ages 7-8: lesson 2 I can describe the way in which physical and emotional changes are connected in different contexts. Changing Me, 5-6: lessons 1, 2, 5 and 6 Changing Me, 6-7: lessons 2 and 3 Changing Me, 7-8: lessons 1 – 4 I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way. Healthy Me, ages 5-6: lessons 3 - 6 Healthy Me, ages 6-7: lessons 2 - 6 Healthy Me, ages 7-8: lesson 3 - 5 	<ul style="list-style-type: none"> I can develop and apply a range of skills in familiar, unfamiliar, and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress. Covered in P.E. curriculum I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals. Healthy Me, ages 9-10: lessons 5 and 6 Healthy Me, ages 10-11: lesson 1 I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets. Changing Me, ages 8-9: lessons 1, 2 and 5 Changing Me, ages 9-10: lessons 2, 3, 5 and 6 Changing Me, ages 10-11: lessons 1, 2 and 6 Healthy Me, ages 8-9: lessons 5 and 6 Healthy Me, ages 9-10: lessons 4 and 6 Healthy Me, ages 10-11: lessons 1, 5 and 6 I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/ or manage these in order to actively reduce the risk of harm to myself. Healthy Me, ages 8-9: lessons 3 and 4 Healthy Me, ages 9-10: lessons 1, 2 and 3 Healthy Me, ages 10-11: lessons 2, 3 and 4 				

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How we process and respond to our experiences affects our mental health and emotional well-being: covered in **Being Me in my World & Relationships**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this. I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens. I can notice and communicate how I am feeling. I am beginning to have an awareness of how feelings are communicated through actions. <p style="text-align: center;">Being Me in My World: lessons 2, 3 and 4</p> <ul style="list-style-type: none"> I have an awareness of the feelings of others. I am aware of when others are kind to me and when I am kind to others. <p style="text-align: center;">Being Me in My World: lessons 3, 4 and 5 Relationships: lessons 2-6</p>	<ul style="list-style-type: none"> I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences. I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings. <p style="text-align: center;">Being Me in My World, ages 5-6: lessons 2, 3 and 4 Being Me in My World, ages 6-7: lessons 3 and 4 Being Me in My World, ages 7-8: lessons 1 – 4#</p> <ul style="list-style-type: none"> I can reflect on my experiences. <p style="text-align: center;">Being Me in My World, ages 5-6: lessons 1, 5 and 6 Being Me in My World, ages 6-7: lessons 1, 5 and 6 Being Me in My World, ages 7-8: lessons 5 and 6</p> <ul style="list-style-type: none"> I can pay attention to the feelings of others and I am learning to think about why they may feel that way. <p style="text-align: center;">Being Me in My World, ages 5-6: lessons 2, 3 and 5 Being Me in My World, ages 6-7: lessons 2, 3 and 4 Being Me in My World, ages 7-8: lessons 1- 4 Relationships, ages 5-6: lesson 2 Relationships, ages 6-7: lesson 3 Relationships, ages 7-8: lesson 2</p>	<ul style="list-style-type: none"> I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing myself awareness. I can self-regulate my emotions in a healthy way using strategies that I have developed. I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. I can ask for help when I need it from people I trust. <p style="text-align: center;">Being Me in My World, ages 8-9: lessons 2 and 4 Being Me in My World, ages 9-10: lesson 1, 3 and 4 Being Me in My World, ages 10-11: lessons 1, 5 and 6 Relationships, ages 8-9: lessons 1 and 3 Relationships, ages 9-10: lesson 1 Relationships, ages 10-11: lessons 1 and 2</p> <ul style="list-style-type: none"> I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions. I can anticipate how future events may make me and others feel. <p style="text-align: center;">Being Me in My World, ages 8-9: lessons 1 and 4 Being Me in My World, ages 9-10: lesson 4 Being Me in My World, ages 10-11: lessons 1, 2 and 3 Relationships, ages 8-9: lessons 1, 2, 3 and 4 Relationships, ages 9-10: lesson 1 Relationships, ages 10-11: lessons 1 – 4</p> <ul style="list-style-type: none"> I can empathise with others. I can understand how and why experiences affect me and others. <p style="text-align: center;">Being Me in My World, ages 8-9: lessons 1 and 4 Being Me in My World, ages 9-10: lesson 4 Being Me in My World, ages 10-11: lessons 1, 2 and 3 Relationships, ages 8-9: lessons 1, 4 and 5 Relationships, ages 9-10: lessons 1 and 6 Relationships, ages 10-11: lessons 3 and 4</p>				

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Mindfulness is embedded throughout the Jigsaw approach. Jigsaw teaches children to:

- to be aware of your thoughts and feelings as they arise
- to be able to focus your mind on what you choose to focus it on both outside of you and within you

Our decision-making impacts on the quality of our lives and the lives of others: covered in Being Me in My World, Celebrating Differences, Dreams & Goals, Healthy Me and Relationships Jigsaw units.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I can make decisions based on what I like and dislike. Celebrating Difference: lesson 1 and 2 • I have developed an awareness that my decisions can affect me and others. • I can take part in group decisions. Relationships: lessons 2, 3 and 4 Being Me in My World: lessons 1, 4, 5 and 6 • I have an understanding that things can be safe or unsafe. Healthy Me: lessons 4, 5 and 6 	<ul style="list-style-type: none"> • I can make decisions based on what I know. Being Me in My World, ages 5-6: lesson 5 Being Me in My World, ages 6-7: lessons 1 and 2 Being Me in My World, ages 7-8: lessons 1, 2, 3 and 4 • I can recognise that my decisions can impact on me and others, both now and in the future. • I can take part in group decisions, and I understand why some decisions need to be made as a group. Being Me in My World, ages 5-6: lessons 5 and 6 Being Me in My World, ages 6-7: lessons 3 - 6 Being Me in My World, ages 7-8: lessons 4 – 6 Relationships, ages 5-6: lessons 2 - 5 Relationships, ages 6-7: lesson 3 Relationships, ages 7-8: lesson 2, 4 and 5 • I can identify and assess risks. Healthy Me, ages 5-6: lessons 3 - 6 Healthy Me, ages 6-7: lesson 3 Healthy Me, ages 7-8: lesson 3 - 5 			<ul style="list-style-type: none"> • I can make considered decisions, taking into account available information, including past experiences. • I can set appropriate goals. Being Me in My World, ages 8-9: lessons 1 - 4 Being Me in My World, ages 9-10: lessons 1 - 4 Being Me in My World, ages 10-11: lessons 1 – 3 Dreams & Goals, ages 8-9: lesson 4 Dreams & Goals, ages 9-10: lesson 3 Dreams & Goals, ages 10-11: lessons 1 and 2 • I can recognise that some decisions I make will have a long-term impact on my life and the lives of others. • I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors. Being Me in My World, ages 8-9: lessons 4 - 6 Being Me in My World, ages 9-10: lessons 4 - 6 Being Me in My World, ages 10-11: lessons 4 – 6 Relationships, ages 8-9: lessons 1 and 4 Relationships, ages 9-10: lessons 1 - 3 Relationships, ages 10-11: lessons 4 – 6 • I can identify and assess risks, and I can take steps to reduce them. Healthy Me, ages 8-9: lessons 3 and 4 Healthy Me, ages 9-10: lessons 1, 2 and 3 Healthy Me, ages 10-11: lessons 2, 3 and 4 		

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**How we engage with social influences shapes who we are and affects our health and well-being: covered in
Being Me in My World, Celebrating Difference, Healthy Me and Relationships Jigsaw units**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can recognise and follow rules and norms in the groups and situations in which I take part. Being Me in My World: lessons 5 and 6 I can show care and respect for others. Being Me in My World: lessons 3 and 4 Celebrating Difference: lesson 5 Healthy Me: lesson 5 Relationships: lessons 4 and 6 	<ul style="list-style-type: none"> I can recognise and follow the rules and norms of different groups and situations in which I take part. Being Me in My World, ages 5-6: lesson 2, 3, 4 and 6 Being Me in My World, ages 6-7: lessons 2 - 5 Being Me in My World, ages 7-8: lessons 4 – 6 I can change how I interact and behave in different situations with support. Relationships, ages 5-6: lessons 2 and 3 Relationships, ages 6-7: lesson 3 - 5 Relationships, ages 7-8: lesson 2, 4 and 5 I can recognise that there are similarities and differences between people’s values and attitudes. Celebrating Difference, ages 5-6: lessons 1, 2 and 6 Celebrating Difference, ages 6-7: lesson 1, 2, 5 and 6 Celebrating Difference, ages 7-8: lesson 1 and 3 			<ul style="list-style-type: none"> I have an understanding of the rules, norms and behaviours of different groups and situations, and recognise that these have an influence on me. Being Me in My World, ages 8-9: lessons 1, 2, 5 and 6 Being Me in My World, ages 9-10: lessons 5 and 6 Being Me in My World, ages 10-11: lessons 4 – 6 I can interact pro-socially in different groups and situations. Being Me in My World, ages 8-9: lessons 1 and 2 Being Me in My World, ages 9-10: lesson 5 Being Me in My World, ages 10-11: lessons 3 and 5 I have developed an understanding that my values, attitudes, and identity are shaped by different groups and influences. Celebrating Difference, ages 8-9: lessons 1 and 2 Celebrating Difference, ages 9-10: lessons 1, 2, 3 and 6 Celebrating Difference, ages 10-11: lessons 1, 2, 3, 5 and 6 		

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