



Progression Map for Personal, Social and Health Education

Topic	R	Y1	Y2	Y3	Y4	Y5	Y6
Individual Difference	<p>We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</p> <p>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc</p>		<p>That girls and boys have been created by God to be both similar and different and together make up the richness of the human family.</p> <p><u>That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</u></p>	The theme of similarity and difference is developed in the topic of 'Community' at KS2.			
Self Esteem	We are all God's children and are special		To learn that we are unique, with individual gifts, talents and skills.		We are created individually by God who is Love, designed in His own image and likeness		<u>Self-confidence arises from being loved by God (not status, etc).</u>

					<p>Every human life is precious from the beginning of life (conception) to natural death</p> <p>Self-confidence arises from being loved by God (not status, etc).</p> <p>Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p>		
Healthy Lifestyles	<p>What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p>Medicines are drugs, but not all drugs are good for us.</p> <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about</p>	<p><u>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;</u></p> <p>The importance of sleep, rest and recreation for our health;</p> <p>How to maintain personal hygiene.</p>	<p><u>Medicines are drugs, but not all drugs are good for us.</u></p> <p>Alcohol and tobacco are harmful substances.</p>	<p>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p> <p>Some behaviour is wrong, unacceptable, unhealthy and risky;</p>	<p><u>Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health.</u></p> <p>Know that our bodies are</p>	<p>How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p> <p><u>That some behaviour is wrong, unacceptable, unhealthy or risky.</u></p>

		what we consume.				<p>created by God, so we should take care of them and be careful about what we consume.</p> <p>Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</p>	
Relationships	<p>That it is natural for us to relate to and trust one another</p> <p>That we have choices and these choices can impact how we feel and respond.</p>	<p>We are part of God’s family;</p> <p><u>Saying sorry is important and can mend friendships;</u></p> <p>Jesus cared for others and had expectations of them and how they should act; We should love other people in</p>	<p><u>That it is natural for us to relate to and trust one another;</u></p> <p><u>That choices have consequences; that when we make mistakes we are called to receive forgiveness and</u></p>	<p>That God loves, embraces, guides, forgives and reconciles us with him and one another.</p> <p><u>The importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness.</u></p>		<p>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships.</p>	How to manage conflict in relationships.

	<p>We can say sorry and forgive like Jesus</p>	<p>the same way God loves us.</p> <p>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</p> <p>The characteristics of positive and negative relationships;</p> <p>To recognise when they have been unkind and say sorry;</p> <p>To recognise when people are being unkind to them and others and how to respond;</p> <p>To know that when we are unkind to others, we hurt God also and should say sorry to him as well;</p>	<p><u>to forgive others when they do;</u></p>	<p>That relationships take time and effort to sustain. We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> <p>Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;</p> <p>That there are different types of relationships including those between acquaintances, friends, relatives and family;</p> <p>That good friendship is when both persons enjoy each other's company and</p>			
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		To know that we should forgive like Jesus forgives.		also want what is truly best for the other; The difference between a group of friends and a 'clique'.			
Feelings	<p>A language to describe their feelings</p> <p>An understanding that everyone experiences feelings, both good and bad</p> <p>Simple strategies for managing feelings</p>		<p><u>A language to describe our feelings.</u></p> <p><u>Simple strategies for managing feelings and for good behaviour;</u></p>	<p>That emotions change as they grow up (including hormonal effects);</p> <p><u>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</u></p> <p>What emotional well-being means;</p> <p>Positive actions help emotional well-being (beauty, art, etc. lift the spirit);</p> <p>Talking to trusted people help emotional</p>		<p><u>That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</u></p> <p><u>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</u></p> <p><u>Emotions change as they grow up (including hormonal effects);</u></p> <p>About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</p>	

					well-being (eg parents/carer /teacher /parish priest).		
Rules, rights and responsibilities	<p>How people and other living things have different needs; about the responsibilities of caring for them.</p> <p>About what rules are, why they are needed, and why different rules are needed for different situations.</p>	The topic of rules, rights and responsibilities is developed in these years through discussion of school rules and Class and School Council.			<p><u>To recognise reasons for rules and laws;</u> consequences of not adhering to rules and laws.</p>	To recognise there are human rights, that are there to protect everyone.	About the relationship between rights and responsibilities.
Life Cycles (including puberty and reproduction)	That there are natural life stages from birth to death, and what these are.		<p><u>Children will know and appreciate that there are natural life stages from birth to death, and what these are.</u></p>		<p>Learn what the term puberty means;</p> <p>Learn when they can expect puberty to take place;</p> <p>Understand that puberty is part of God's plan for our bodies.</p>		<p>Physically becoming an adult is a natural phase of life.</p> <p>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p> <p>That human beings are different to other animals;</p> <p><u>About the unique growth and development of humans, and the changes that girls and boys will experience during puberty;</u></p>

					<p>That they were handmade by God with the help of their parents;</p> <p>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception;</p> <p>How conception and life in the womb fits into the cycle of life;</p>		
Community	<p>What a community is, and that God calls us to live in community with one another</p> <p>Some Scripture illustrating the importance of living in a community</p> <p>No matter how small our offerings, they are valuable to</p>	<p>About the different roles and responsibilities people have in their community.</p> <p><u>To know what a community is, and that God calls us to live in community with one another;</u></p> <p><u>A scripture illustrating the</u></p>		<p>To value the different contributions that people and groups make to the community.</p> <p>To know that God wants His Church to love and care for others.</p> <p>To devise practical ways of loving and caring for others.</p>	<p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we</p>		<p>Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</p>

	<p>God and He can use them for His glory.</p> <p>That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community</p>	<p><u>importance of living in community as a consequence of this;</u></p> <p>Jesus' teaching on who is my neighbour.</p> <p>That they belong to various communities such as home, school, parish, the wider local community, nation and global community;</p>			create community;		
Environment	<p>About things they can do to help look after their environment.</p> <p>About what harms and what improves the world in which they live</p>	<p>About what harms and what improves the world in which they live</p>		<p>How everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p>			
Staying Safe from Abuse (including talking about the body)	<p>The names of parts of the body.</p>	<p>To identify 'special people' (their parents, carers, friends,</p>	<p>The names of parts of the body.</p>	<p>Develop a greater awareness of bullying</p>	<p>Learn correct naming of genitalia;</p>	<p>Pressure comes in different forms, and what</p>	

<p>and bodily autonomy)</p>		<p>parish priest) and what makes them special;</p> <p>The importance of nuclear and wider family;</p> <p>The importance of being close to and trusting special people and telling them if something is troubling them.</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</p> <p>Different types of teasing and that all bullying is wrong and unacceptable.</p> <p>To know that your body belongs to you.</p>		<p>(including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</p> <p>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p>Children will be able to describe examples and characteristics of the three types of abuse taught in this session</p> <p>Children will be able to describe what is appropriate and inappropriate physical contact</p> <p>Children will be able to say who the people are that they can trust and turn to</p>		<p>those different forms are; There are strategies that they can adopt to resist pressure.</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <p>Understand what consent and bodily autonomy means;</p> <p>Discuss and reflect on different scenarios in</p>	
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				if they feel unsafe.		which it is right to say 'no'.	
First and Emergency Aid		<p>They should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999.</p> <p>Some basic principles of First Aid</p>		<p>In an emergency, it is important to remain calm.</p> <p>Quick reactions in an emergency can save a life.</p> <p>Children can help in an emergency using their First Aid knowledge.</p>		<p>The recovery position can be used when a person is unconscious but breathing.</p> <p>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>	
Economic Wellbeing: Money		<p>What money is; forms that money comes in; that money comes from different sources.</p> <p>That people make different choices about how to save and spend money.</p>	<p>About the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>That money needs to be looked after;</p>	<p>About the different ways to pay for things and the choices people have about this.</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences</p>	<p>Different ways to keep track of money.</p> <p>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p>	<p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>To recognise that people</p>	<p>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p>

			different ways of doing this.	people's decisions; what makes something 'good value for money'.		make spending decisions based on priorities, needs and wants.	
Economic Wellbeing: Aspirations			<p>That jobs help people to earn money to pay for things.</p> <p>Different jobs that people they know or people who work in the community do.</p> <p>About some of the strengths and interests someone might need to do different jobs.</p>	<p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p>	<p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p>About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p>	<p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>
Online Safety		To understand safe and unsafe		To recognise that their increasing		To recognise that their increasing	The difference between harmful and harmless videos and images;

		<p>situations, including online.</p>		<p>independence brings increased responsibility to keep themselves and others safe;</p> <p>How to use technology safely;</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>How to use technology safely;</p> <p>That bad language and bad behaviour are inappropriate;</p> <p>That just as what we eat can make us healthy or</p>		<p>independence brings increased responsibility to keep themselves and others safe.</p> <p>How to use technology safely.</p> <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p> <p>What the term cyberbullying means and examples of it;</p> <p>What cyberbullying feels like for the victim;</p> <p>How to get help if they</p>	<p>The impact that harmful videos and images can have on young minds;</p> <p>Ways to combat and deal with viewing harmful videos and images.</p>
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				<p>make us ill, so what we watch, hear, say or do can be good or bad for us and others;</p> <p>How to report and get help if they encounter inappropriate materials or messages.</p>		<p>experience cyberbullying.</p>	
<p>Images and Stereotypes</p>	<p>Work on self esteem, individual difference and community builds up to the mature topics of images in the media, stereotypes and prejudice.</p>				<p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>	<p>About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p>	