



Middle School PSHE PROGRESSION MAP 1

Overview:

Our curriculum provides our pupils with the knowledge, understanding and emotions needed to be able to play an active role in today's society. We want them to have high aspirations and a belief in themselves. They develop confidence in sharing their own thoughts and opinions with others, skills and attributes to keep themselves healthy and safe and an attitude of a responsible global citizen that can show tolerance of others beliefs, religions and life choices.

In each year, pupils will be learning to:

	3	4	5	6	Year 7	Year 8	Year 9
Health and wellbeing <i>(Covers mental health, physical health)</i>	Know that images in the media do not necessarily reflect reality Know about the kinds of change including death that happen in life and the feelings associated with this <i>Know about feeling negative pressure and how to manage this</i> Understand about the importance of school rules for health and safety Know that advertising can influence their choices about food Know that mobile phones that can access the internet have the same risks as computers Apply science knowledge to	<i>Understand that people can experience conflicting feelings at the same time.</i> know that mental health is part of physical health Understand that people can get help for mental health just like physical health Understand the benefits of physical exercise and the outdoors on mental health Understand the benefits of community participation and volunteering on mental health Recognise their worth by identifying positive things Set a personal goal Know how the spread of infection can be prevented	Understand that images in the media can distort reality Know media can affect how people feel about themselves Describe the range and intensity of their feelings to others Manage complex or conflicting emotions Understand that acknowledging mistakes can help people to move on. Understanding the importance of sleep Know that some drugs such as alcohol and tobacco can become a habit Know that habits like a lot of screen time or gambling can also be hard to stop.	Know how to resist unhelpful pressure and ask for help recognise warning signs about mental health and wellbeing know how to seek support for themselves and others Know how to improve self esteem/self care (eg hobbies, rest, time with people) Understanding the importance of physical activity & mental health Know that some drugs cause physical addiction (detail on damage from drugs in Year 6 science) Know age restrictions that keep us safe, for alcohol and smoking	Safety Personal safety in and outside school, including first aid how to identify, express and manage their emotions in a constructive way how to establish and manage friendships how to improve study skills how to identify personal strengths and areas for development personal safety strategies and travel safety, e.g. road, rail and water how to respond in an emergency situation basic first aid A1 - H1, H2, H30, H33, R13, L1, L2	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use about medicinal and recreational drugs about the over-consumption of energy drinks about the relationship between habit and dependence how to use over the counter and prescription medications safely how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes how to manage influences in relation to substance use	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation how to distinguish between healthy and unhealthy friendships how to assess risk and manage influences, including online about 'groupthink' and how it affects behaviour how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively to manage risk in relation to gangs



Middle School PSHE PROGRESSION MAP 2

	<p>understand the idea of a balanced diet</p> <p>Know our lives should be in balance eg rest, sleep, work, play, exercise, eating</p> <p>Know some drugs are common in everyday life (medicines, caffeine, alcohol and tobacco)</p> <p>Know taking too much of these drugs is dangerous</p>	<p>know how to maintain good oral hygiene</p> <p>know basic first aid</p> <p>Know about keeping safe in the local environment</p>			<p>Health and puberty</p> <p>Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> <p>how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</p> <p>how to manage influences relating to caffeine, smoking and alcohol</p> <p>how to manage physical and emotional changes during puberty</p> <p>about personal hygiene</p> <p>how to recognise and respond to inappropriate and unwanted contact</p> <p>about FGM and how to access help and support</p> <p>Spr - 2: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<p>how to recognise and promote positive social norms and attitudes</p> <p>A1 - H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p> <p>Emotional wellbeing</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p> <p>about attitudes towards mental health</p> <p>how to challenge myths and stigma</p> <p>about daily wellbeing</p> <p>how to manage emotions</p> <p>how to develop digital resilience</p> <p>about unhealthy coping strategies (e.g. self-harm and eating disorders)</p> <p>about healthy coping strategies</p> <p>Spr 2: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<p>about the legal and physical risks of carrying a knife</p> <p>about positive social norms in relation to drug and alcohol use</p> <p>about legal and health risks in relation to drug and alcohol use, including addiction and dependence</p> <p>A1: H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47</p> <p>Healthy lifestyle</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> <p>about the relationship between physical and mental health</p> <p>about balancing work, leisure, exercise and sleep</p> <p>how to make informed healthy eating choices</p> <p>how to manage influences on body image</p> <p>to make independent health choices</p>
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Middle School PSHE PROGRESSION MAP 3

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Middle School PSHE PROGRESSION MAP 4

<p>Relationships</p> <p>RSE</p> <p><i>(Covers general relationships, sexual relationships, legal basis)</i></p>	<p>Year 3</p> <p>Respond to how others are feeling</p> <p>understand everyone is equal</p> <p>Know about the right to privacy</p> <p>Know about the importance of keeping personal boundaries</p> <p>Know what to consider before sharing pictures of themselves and others online</p> <p>Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help.</p>	<p>Year 4</p> <p>Know about some things that makes a healthy friendship (eg truthfulness, trust, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties)</p> <p>Know that healthy friendships are positive and welcoming towards others so do not make others feel lonely or excluded.</p> <p>Know the importance of permission-seeking and giving, in relationships with friends, peers and adults.</p> <p>Know principles of permission apply online as well as face-to-face</p> <p>Know how to maintain good friendships</p> <p>Understand how actions can affect ourselves and others</p> <p>Recognise all forms of Bullying</p> <p>Recognise dares Know that resorting to violence is never right.</p>	<p>Year 5</p> <p>Recognise when a friendship is unhealthy</p> <p>Understand that most friendships have ups and downs</p> <p>Understand that problems with friends can often be worked through so that the friendship is repaired or even strengthened.</p> <p>Recognise that roles people take in different groups change eg leader, follower</p> <p>understand the roles they take on in different situations</p> <p>use negotiation to resolve disputes and conflict</p> <p>use compromise and alternatives to resolve disputes and conflict</p> <p>Give helpful feedback and support to others</p> <p>Understand relationships are personal and there is no need to feel</p>	<p>Year 6</p> <p>Know about times when it appropriate and necessary to break a confidence</p> <p>know what makes a positive, healthy relationship (eg as in friendships)</p> <p>know that mutual respect is important in all relationships</p> <p>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Know self-respect is important and links to happiness</p> <p>Know principles of respect apply online as well as face-to-face</p> <p>know girls' perceptions of boys, and boys' perceptions of girls can be different</p> <p>link between changes at puberty, sexual intercourse and the start of a baby</p> <p>know age restrictions for sexual intercourse</p>	<p>Year 7</p> <p>Diversity</p> <p>Diversity, prejudice, and bullying</p> <p>about identity, rights and responsibilities</p> <p>about living in a diverse society</p> <p>how to challenge prejudice, stereotypes and discrimination</p> <p>the signs and effects of all types of bullying, including online</p> <p>how to respond to bullying of any kind, including online</p> <p>how to support others</p> <p>Spr 1 - R3, R38, R39, R40, R41</p> <p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</p> <p>how to develop self-worth and self-efficacy</p> <p>about qualities and behaviours relating to</p>	<p>Year8</p> <p>Discrimination</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p>how to develop self-worth and confidence about gender identity, transphobia and gender-based discrimination</p> <p>how to recognise and challenge homophobia and biphobia</p> <p>how to recognise and challenge racism and religious discrimination</p> <p>Spr 1 : R39, R40, R41, R3, R4, R42, R43</p> <p>Identity and relationships</p> <p>Gender identity, sexual orientation, consent,</p>	<p>Year 9</p> <p>Respectful relationships</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> <p>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</p> <p>about positive relationships in the home and ways to reduce homelessness amongst young people</p> <p>about conflict and its causes in different contexts, e.g. with family and friends</p> <p>conflict resolution strategies</p> <p>how to manage relationship and family changes, including relationship breakdown, separation and divorce</p> <p>how to access support services</p>
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Middle School PSHE PROGRESSION MAP 5

		<p>Judge whether physical contact is acceptable or unacceptable</p> <p>Know how to respond to unacceptable physical contact</p> <p>Know that unacceptable physical contact is not the victim's fault</p> <p>know that personal hygiene is important Understand that relationships in the family are developed by spending time together and sharing each other's lives</p> <p>Understand families try to be committed to each other</p> <p>Understand stable, caring relationships are important for children's security growing up.</p>	<p>pressured to have a boyfriend/girlfriend Use terms vulva, vagina, penis and testicles accurately</p> <p>label male and female body parts including reproductive organs</p> <p>know about the menstrual cycle</p> <p>know about wet dreams</p> <p>know the emotional changes that take place at puberty</p> <p>know about different feelings and emotions during puberty e.g crushes</p> <p>understand feelings will include highs and low</p> <p><i>know that puberty occurs at different times for different people and explain why.</i></p> <p>know that during puberty certain parts of the body need to be kept clean</p> <p>know which products to buy to keep clean.</p>	<p>know that a baby depends on an adult to meet its basic needs</p> <p>know that a baby's needs include the emotional and financial</p> <p>Know about committed loving relationships (including marriage and civil partnership)</p> <p>Know that marriage and civil partnership are intended to be lifelong</p> <p>Know that marriage, arranged marriage and civil partnership is between two people who willingly agree</p> <p>Know that to force anyone into marriage (forced marriage) is illegal</p>	<p>different types of positive relationships how to recognise unhealthy relationships</p> <p>how to recognise and challenge media stereotypes</p> <p>how to evaluate expectations for romantic relationships</p> <p>about consent, and how to seek and assertively communicate consent Sum 1 - H1, R2, R9, R11, R13, R14, R16, R24</p>	<p>'sexting', and an introduction to contraception</p> <p>the qualities of positive, healthy relationships</p> <p>how to demonstrate positive behaviours in healthy relationships</p> <p>about gender identity and sexual orientation</p> <p>about forming new partnerships and developing relationships</p> <p>about the law in relation to consent</p> <p>that the legal and moral duty is with the seeker of consent how to effectively communicate about consent in relationships</p> <p>about the risks of 'sexting' and how to manage requests or pressure to send an image</p> <p>about basic forms of contraception, e.g. condom and pill</p> <p>Sum 1 : H35, H36, R4, R5, R10, R16, R18, R24,</p>	<p>Spr 1 : H2, R1, R6, R19, R21, R22, R23, R35, R36 Intimate relationships</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> <p>about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p> <p>about myths and misconceptions relating to consent</p> <p>about the continuous right to withdraw consent and capacity to consent</p> <p>about STIs, effective use of condoms and negotiating safer sex</p> <p>about the consequences of unprotected sex, including pregnancy</p> <p>how the portrayal of relationships in the media and pornography might affect expectations</p>
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Middle School PSHE PROGRESSION MAP 6

			<p>Know about different types of relationships (friends, families, couples, marriage, civil partnership, same sex)</p> <p>Know age restrictions for marriage and civil partnership</p> <p>know about the correct use of the terms sex, gender identity and sexual orientation</p>			<p>R25, R26, R27, R29, R30, R32</p>	<p>how to assess and manage risks of sending, sharing or passing on sexual images</p> <p>how to secure personal information online</p> <p>Sum 1 : R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21</p>
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Middle School PSHE PROGRESSION MAP 7

<p>Living in the wider world</p> <p><i>(covers community, rules and opinions, appreciating difference, finance and careers)</i></p>	<p>Year 3 Know about their responsibilities, rights and duties (home, school and the environment)</p> <p>Understand about resolving differences – agreeing and disagreeing</p>	<p>Year 4 Understand that everyone has human rights (and that children have their own set of human rights)</p> <p>Know about the UN declaration on the Rights of the Child</p> <p>Know we are part of local, national and global communities Know about who works with the local community</p>	<p>Year 5 Understand about the importance of human rights (and the Rights of the Child)</p> <p>Know that harmful practices (such as FGM and forced marriage) are in contradiction with human rights</p> <p>Know that harmful practices (such as FGM and forced marriage) are against British law (illegal)</p> <p>Understand that human rights overrule any beliefs, ideas or practices that harm others</p> <p>Know about the role of voluntary, community and pressure groups</p> <p>Know that resources are allocated and the effect this has on individuals, communities and the environment</p> <p>research, discuss and debate issues concerning health and wellbeing</p>	<p>Year 6 Be critical of what they see and read in the media</p> <p>critically consider information they choose to forward to others</p> <p>know that there is local and national government</p> <p>Know how finance plays an important part in people's lives</p> <p>know how the wrong choices can affect wellbeing e.g gambling, debt</p> <p>be a critical critical consumer and know about good value</p> <p>Understand 'loan, interest and debt</p> <p>Know that people pay 'tax' to contribute towards society</p> <p>recognise routes into careers</p>	<p>Year 7 Developing skills and aspirations</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p> <p>how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</p> <p>about a broad range of careers and the abilities and qualities required for different careers</p> <p>about equality of opportunity</p> <p>how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</p> <p>about the link between values and career choices</p> <p>A2 - R15, R39, L1, L4, L5, L9, L10, L12</p> <p>Financial decision making</p>	<p>Community and careers</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>about equality of opportunity in life and work</p> <p>how to challenge stereotypes and discrimination in relation to work and pay</p> <p>about employment, self-employment and voluntary work</p> <p>how to set aspirational goals for future careers and challenge expectations that limit choices</p> <p>A2: R39, R41, L3, L8, L9, L10, L11, L12</p> <p>Digital literacy</p> <p>Online safety, digital literacy, media</p>	<p>Year 9</p> <p>Setting goals</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>about transferable skills, abilities and interests</p> <p>how to demonstrate strengths</p> <p>about different types of employment and career pathways</p> <p>how to manage feelings relating to future employment</p> <p>how to work towards aspirations and set meaningful, realistic goals for the future</p> <p>about GCSE and post-16 options</p> <p>skills for decision making</p> <p>A2: L2, L3, L6, L7, L8, L9, L11, L12, L13, L14</p> <p>Employability skills</p>
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Middle School PSHE PROGRESSION MAP 8

			<p>know why laws and rules are made</p> <p>know the importance of the rule of law</p> <p>know how laws and rules are made in parliament</p> <p>Explain their views on issues that affect society as well as themselves</p>		<p>Saving, borrowing, budgeting and making financial choices</p> <p>how to make safe financial choices</p> <p>about ethical and unethical business practices and consumerism</p> <p>about saving, spending and budgeting</p> <p>how to manage risk-taking behaviour</p> <p>Sum 2 - H32, L15, L16, L17, L18</p>	<p>reliability, and gambling hooks</p> <p>about online communication</p> <p>how to use social networking sites safely</p> <p>how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</p> <p>how to respond and seek support in cases of online grooming</p> <p>how to recognise biased or misleading information online</p> <p>how to critically assess different media sources how to distinguish between content which is publicly and privately shared</p> <p>about age restrictions when accessing different forms of media and how to</p>	<p>Employability and online presence</p> <p>about young people's employment rights and responsibilities skills for enterprise and employability</p> <p>how to give and act upon constructive feedback</p> <p>how to manage their 'personal brand' online</p> <p>habits and strategies to support progress</p> <p>how to identify and access support for concerns relating to life online</p> <p>Sum 2: PoS refs: R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27</p>
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Middle School PSHE PROGRESSION MAP 9

<p>Understand how to discuss and debate issues concerning health and wellbeing</p> <p>Know about the ways in which rules and laws keep people safe</p> <p>Understand the qualities someone needs to be on the school council</p>	<p>Know that democracy means having a say in who the leaders are</p> <p>know that we live in a democratic society</p> <p>know that leaders are elected</p> <p>understand what a political party is</p> <p>know that at 18 you have a right to vote for party to lead the government</p>	<p>Appreciate the range of national, regional, religious and ethnic identities of people living in the UK</p> <p>Identify some consequences of prejudiced behaviour (racism, sexism)</p>				<p>make responsible decisions</p> <p>how to protect financial security online</p> <p>how to assess and manage risks in relation to gambling and chance-based transactions</p> <p>Sum 2:H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27</p>	
	<p>know what a stereotype is</p> <p>know how a stereotype can be unfair, negative and destructive</p> <p>Identify a range of jobs and careers with the skills the jobs need</p> <p>Understand what a bank or building society account is for</p> <p>Understand that money can be transferred electronically between accounts</p>	<p>Understand the concept of work ethic</p> <p>Understand how to plan to develop talents</p> <p>Understand the concept of 10,000 hours of practice</p> <p>Manage time</p>					