

High View Primary School: PSHE Progression Map

YEAR 5							
KEEPING/STAYING SAFE	KEEPING/STAYING HEALTHY	GROWING AND CHANGING	BEING RESPONSIBLE	FEELINGS AND EMOTIONS	COMPUTER SAFETY	THE WORKING WORLD	A WORLD WITHOUT JUDGEMENT
<p>Peer Pressure</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident <p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and 	<p>Smoking</p> <ul style="list-style-type: none"> • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and 	<p>Puberty</p> <ul style="list-style-type: none"> explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty <p>Pupils should know:</p> <ul style="list-style-type: none"> • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different 	<p>Looking Out For Others</p> <ul style="list-style-type: none"> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way <p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in 	<p>Anger</p> <ul style="list-style-type: none"> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger <p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in 	<p>Image Sharing</p> <ul style="list-style-type: none"> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<p>Enterprise</p> <ul style="list-style-type: none"> • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time 	<p>Inclusion and Acceptance</p> <ul style="list-style-type: none"> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time

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<p>generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to recognise and report feelings of being unsafe or 	<p>support with problems and difficulties.</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Adult and Children's Views Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because 	<p>experiences and situations.</p> <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • how and when to seek support including which adults to speak to in school if they are worried about their health. • key facts about puberty and the changing adolescent body, particularly from age 9 through to 	<p>making us feel happy and secure, and how people choose and make friends.</p> <ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including 	<ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<p>together and sharing each other's lives.</p> <p>Adult and Children's Views Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.</p> <p>This topic does not link to the Dfe Statutory Elements</p>	<p>spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how important friendships are in making us feel happy and secure, and how people choose and make friends.
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<p>feeling bad about any adult.</p> <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <p>Adult and Children's Views</p> <p>Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.</p>	<p>they can give love, security and stability.</p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that mental wellbeing is a normal part of daily life, in the same way as physical health. 	<p>age 11, including physical and emotional changes.</p> <ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. <p>Adult and Children's Views</p> <p>Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time 	<p>managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • what a stereotype is, and how stereotypes can be unfair, 	<p>having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how important friendships are in making us feel happy and secure, 	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • where to get advice e.g. family, school and/or other sources. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • where and how to report concerns and get 	<ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
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<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to respond safely and 	<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or 	<ul style="list-style-type: none"> together and sharing each other's lives. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<ul style="list-style-type: none"> negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, 	<ul style="list-style-type: none"> and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	<p>support with issues online.</p> <p>Adult and Children's Views</p> <p>Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are 	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • isolation and loneliness can affect children and that it is very important for
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<p>appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<p>cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. • the risks associated with an inactive lifestyle (including obesity). • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. their impact of alcohol on diet or health). • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	<p>school and/or other sources.</p> <ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions 	<ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions 	<p>anonymous.</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • how to respond safely and appropriately to adults they may encounter (in all contexts, including 		<p>children to discuss their feelings with an adult and seek support</p> <p>Adult and Children's Views</p> <p>Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • the importance of respecting others, even when they are
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			<p>(including issues arising online).</p> <ul style="list-style-type: none">• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>Adult and Children's Views</p> <p>Students can watch videos featuring a collection of views from adults and children, debate on the topic issues and share their own opinions.</p> <p>Pupils should know:</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different	<p>online) whom they do not know.</p> <ul style="list-style-type: none">• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard,• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and	<p>very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none">• practical steps they can take in a range of different contexts to improve or support respectful relationships.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
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			<p>from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>radical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <ul style="list-style-type: none">• the conventions of courtesy and manners.		<p>others' mental and physical wellbeing.</p> <ul style="list-style-type: none">• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online.		
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YEAR 5 TOPIC VOCABULARY							
<u>Peer Pressure</u>	<u>Smoking</u>	<u>Puberty</u>	<u>Looking out for others</u>	<u>Anger</u>	<u>Image Sharing</u>	<u>Enterprise</u>	<u>Inclusion and Acceptance</u>
Peer pressure Encourage Risk* Risk assessment Support network	Nicotine Addictive Illegal Respiratory system Cardiovascular disease Cigarette E-Cigarette Tobacco Risks*	Puberty Hormone Anonymous question Vagina* Vulva* Ovaries Fallopian tube Penis* Testicles* Bladder	Responsible* Considerate Inconsiderate	Displeasure Annoyance Hostility Feelings* Emotions* Strategies*	App (application) Survey Kind action Image sharing Illegal*	Enterprise Priority Contribute* Budget Fundraising	Inclusion* Acceptance* Discrimination* Unique* Anti-social Hate crime

* vocabulary has been introduced in prior year groups