

Holy Cross Catholic Primary School



PSHE / I Decision Curriculum Map and
Progression Map

2023-24

WE CARE, WE SHARE, WE VALUE

Holy Cross Catholic Primary School
PSHE 1 Decision Curriculum Map and Progression Map

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 1	Road Safety (KSS) • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe	Washing Hands (KSH) • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices Friendship (R) • Understand different types of relationships • understand how to be a good friend	Water Spillage (BR) • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible	Jealousy (F&E) • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words Online Bullying (CS)	Growing in our World (OW) • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique Hoax Calls (FS) • understand the importance of being responsible and how our	Is it safe to eat or drink? Is it safe to play with? (HW) • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings

		• be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view		• understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments	actions/choices can affect others • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community	Petty Arson (FS) • be able to show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous
Year 2	Tying Shoelaces (KSS) • Know the reasons to make	Brushing Teeth (KSH) • understand why we need to brush our teeth	Practice Makes Perfect (BR) • be able to name ways you can improve in	Worry (F&E) • be able to recognise and name emotions	Computer Safety (CS) To develop an understanding of computers,	Living in Our World (OW) • understand why we should

	sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices Healthy Eating (KSH) • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep	• be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy. Bullying (R) • be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours	an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them Helping Someone in Need (BR) • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well	and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words Anger (F&E) • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions	the internet, and rules to keep safe. Texting While Driving (FS) • be able to identify the differences between safe and risky choices • understand how our actions and choices can affect others • be able to recognise how drivers can be distracted	look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean Working in our world (OW) • understand different ways we can receive money • know how to keep money safe
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	yourself and others healthy • know the differences between healthy and unhealthy choices	• know how to cope with these bullying behaviours	in the community • be able to identify the differences between being responsible and being irresponsible	• learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words		• be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs Visit the Fire Station (FS) • know how to help others stay safe • be able to describe the differences between safe and risky choices
Year 3	Staying Safe (KSS) • know ways to keep yourself and others safe • be able to recognise risky situations	Medicine (KSH) • know, understand, and be able to practise simple safety rules about medicine	Body Language (R) • be able to recognise and name a range of feelings • understand that feelings	Grief (F&E) • be able to recognise and name emotions and their physical effects • know the difference	Making Friends Online (CS) • be able to identify possible dangers and consequences of talking to strangers online	Looking After Our world (OW) • be able to explain the meaning of reduce, reuse, and recycle

	• be able to identify trusted adults around you • understand the differences between safe and risky choices ID - Leaning out of windows (KSS) • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences	• understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices ID - Touch (R) • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries	can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings ID - Stealing (BR) • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being	between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words	• know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online Image Sharing (CS) • Understand how your online actions can affect others • Be able to name the positive and negative ways you can use technology • Know the risks of sharing images without permission	• recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint
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	between safe and risky choices	• know who and how to ask for help • be able to name human body parts	responsible and irresponsible		• Understand the types of images that you should and should not post online	
Year 4	Cycle Safety (KSS) • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe	Healthy Living (KSH) • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways	Coming home on time (BR) • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible	Jealousy (F&E) • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect	Chores at home (TWW) • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles	Breaking down barriers (AWWJ) • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality

		to maintain a healthy lifestyle Appropriate touch (G&C) • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable		ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy Online bullying (CS) • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online		
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				• identify how and who to ask for help		
Year 5	Peer Pressure (KSS) • 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	Smoking (KSH) • 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	Puberty (G&C) • 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	Anger (F&E) • 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	Enterprise (TWW) • 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	Inclusion and Acceptance (AWWJ) • 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

		pressure to smoke Looking out for others (BR) • 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		help control and manage unpleasant/uncomfortable emotions, such as anger Image sharing (CS) • 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		
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Year 6	Water safety (KSS) • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident	Alcohol (KSH) • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe Drug extension: • understand the difference between 'legal' and 'illegal' drugs • carry out research around cannabis • identify the risks associated with using cannabis Stealing (BR) • explain what consent means	Worry (F&E) • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people	Making Friends Online (CS) • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online	In-app purchases (TWW) • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money	British Values (AWWJ) • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion
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		• recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way				
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