



PSHE (Physical, Social, Health Education) & RSE (Relationships and Sex Education) Progression Map and Intent

Intent

The teaching of PSHE enforces the awareness and understanding of personal, social, health and economic education. At Pulford, this learning is in the heart of our school, giving all pupils the foundations for a fulfilled and happy life that improves the life chances of our young learners.

“Growing God’s family through faith, hope and love, dedicated to realising the full potential of each person”

At Pulford we aim to give our children the knowledge and skills they need to look after their physical and mental health, both now and in the future.

PSHE is also a vital tool for keeping safe online and helping children to manage the risks associated with online activities.

Implementation

At Pulford the teaching of PSHE follows a logical progression covering the key areas identified in the You, Me and PSHE scheme of work. This framework incorporates the PSHE curriculum areas that have recently become statutory in primary schools: Sex and Relationship education.

Sex and relationship education, Drug, alcohol and tobacco education, Keeping safe and managing risk, Mental health and emotional wellbeing, Physical health and wellbeing, Careers, financial capability and economic wellbeing and Identity, society and equality are the 7 areas of learning in this scheme of work.

Impact

When children move on from Pulford at the end of year 4 every individual will have developed resilience and strength to thrive in an ever-changing world. Children will be considerate and thoughtful individuals who have a sense of place in the wider community. Children will have developed positive relationships with others and continue this throughout life.

We encourage children from Pulford to become kind, caring adults who are able to take responsibility for their physical and emotional wellbeing, and to make well-informed choices. We strive to ensure that our children lead happy, healthy and fulfilling lives during life at Pulford and beyond.



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	Reception	Year 1	Year 2	Year 3	Year 4	
<u>Sex and Relationship Education</u>						
Not covered in Preschool.	Not covered in Reception.	No specific unit of work for this year group.	<u>Boys and Girls Families</u> Intent- children learn to understand and respect the differences and similarities between people. Impact- Children are able to -define difference and similarity -understand that boys and girls can do the same tasks and enjoy the same things. Intent- children learn about the biological differences between male and female animals and their role in the life cycle. Impact- Children know that	No specific unit of work for this year group	<u>Growing up and Changing</u> Intent- Children learn about the way we grow and change throughout the human lifecycle Impact- Children can -identify changes throughout the human life cycle -understand change is on-going -understand change is individual. Intent- Children learn the importance of hygiene and strategies for managing this. Impact- Children can -describe how to care for their bodies.	



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			<ul style="list-style-type: none">-Female mammals give birth and nurse their young- Can describe the biological differences between male and female.- Understands that the creation of life requires a male and female. <p>Intent- Learn about growing from young to old and that they are growing and changing.</p> <p>Impact- Children can</p> <ul style="list-style-type: none">- Identify key stages in the human life cycle.- Understand some ways they have changed since they were babies.-Understand that all living things		<p>Intent- Children learn strategies to deal with feelings.</p> <p>Impact- Children are able to</p> <ul style="list-style-type: none">-identify feelings and understand how they affect behaviour- practise strategies for managing these feelings-can empathise with other people's feelings. <p>Intent- Children understand they are a valued member of their family.</p> <p>Impact- Children talk about their own family and the relationships within it.</p> <ul style="list-style-type: none">-Understand that there are many different types of families.	
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			<p>including humans start life as babies.</p> <p>Intent- Children learn that everybody needs to be cared for and ways in which they care for others.</p> <p>Impact- Children understand that</p> <ul style="list-style-type: none">- we all have different needs and require different types of care.- identify ways we show care towards each other- understand the links between needs, caring and changes. <p>Intent- learn about different types of family and how their home-life is special.</p>			
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			<p>Impact- Children can</p> <ul style="list-style-type: none"> -describe different types of family - identify what is special and different about their home life - understand families care for each other in a variety of ways 			
<u>Drug, Alcohol and Tobacco Education</u>						
Not covered in Preschool	Not covered in Reception	<p><u>What do we put into and on to bodies?</u></p> <p>Intent- Children learn about what can go into bodies and how it can make people feel.</p> <p>Impact- Children are able</p> <ul style="list-style-type: none"> -to recognise that different things people put into bodies can make 	<p><u>Medicines and Me</u></p> <p>Intent- Children learn why medicines are taken.</p> <p>Impact- Children understand</p> <ul style="list-style-type: none"> -that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill - know that medicines come in different forms 	<p><u>Tobacco is a drug</u></p> <p>Intent- Children learn the definition of a drug and that drugs (including medicines) can be harmful to people.</p> <p>Impact- Children are able to</p> <ul style="list-style-type: none"> -define what is meant by the word 'drug' -can identify when a drug might be harmful 	<p><u>Making Choices</u></p> <p>Intent- Children learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them.</p> <p>Impact- Children are</p> <ul style="list-style-type: none"> -aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine 	



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		<p>them feel good or not so good</p> <ul style="list-style-type: none"> - can identify harmful substances. - know how to ask for help if they are unsure about whether something should go into the bodies. <p>Intent- Children learn about what can go on to bodies.</p> <p>Impact- Children know</p> <ul style="list-style-type: none"> - that substances can be absorbed through the skin - are able to recognise that some things on their body can make them feel good or not so good - can state some basic safety rules. 	<p>-recognise that each medicine has a specific use.</p> <p>Intent- Children learn where medicines come from.</p> <p>Impact- Children know that</p> <ul style="list-style-type: none"> -medicines can be prescribed by a doctor or bought from a shop or pharmacy - know when medicines might be used and who decides which medicine is used - understand there are alternatives to taking medicines, and when these might be helpful. <p>Intent- Children learn about keeping themselves safe around medicines</p>	<p>-recognise that tobacco is a drug</p> <p>Intent- Children learn about the effects and risks of smoking tobacco and second-hand smoke.</p> <p>Impact- Children know the effects and risks of smoking and of second-hand smoke on the body</p> <ul style="list-style-type: none"> -can express what they think are the most important benefits of remaining smoke free -recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke. 	<p>products, and when they might be used</p> <ul style="list-style-type: none"> -can identify why a person may choose to use or not use a drug. <p>Intent- Children learn about</p> <ul style="list-style-type: none"> -the effects and risks of drinking alcohol <p>Impact- Children</p> <ul style="list-style-type: none"> -know how alcohol can affect the body -explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed -know that there are laws and guidelines related to the consumption of alcohol. <p>Intent- Children learn about</p>	
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			<p>Impact- Children understand that</p> <ul style="list-style-type: none"> -medicines come with instructions to ensure they are used safely -know some safety rules for using and storing medicines -recognise that medicines can be harmful if not taken correctly. 	<p>Intent- Children learn about the help available for people to remain smoke free or stop smoking</p> <p>Impact- Children know about some of the support and medicines that people might use to help them stop smoking</p> <ul style="list-style-type: none"> -can explain what they might say or do to help someone who wants to stop smoking -understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started. 	<p>-different patterns of behaviour that are related to drug use</p> <p>Impact- Children</p> <ul style="list-style-type: none"> -can explain what is meant by the terms 'habit' and 'addiction' -can identify different behaviours that are related to drug use -know where they can go for help if they are concerned about someone's use of drugs. 	
			<p>Asthma lesson for either Year 2, 3 or 4</p> <p>Intent- Children learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</p>			



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			<p>Impact- Children will know what asthma is and how it can affect people</p> <ul style="list-style-type: none"> -can recognise the symptoms of an asthma attack -understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack 		
Keeping Safe and Managing Risks					
<p>Feeling Safe</p> <p>Intent- Increasingly follows rules, understanding why they are important.</p> <p>Impact- Children follow the school rules.</p> <p>Intent- Understand that a question or instruction has 2 parts.</p> <p>Impact- to follow a 2 step instruction.</p>	<p>Feeling Safe</p> <p>Intent- Understand how to listen carefully and know why listening is important.</p> <p>Impact- Understand school rules and routines,</p> <p>Intent- Ask questions to find out more to check they understand what has been said.</p> <p>Impact- Children will ask a familiar adult if unsure about something.</p> <p>Intent- Develop their small motor skills so that they can use a range of</p>	<p>Feeling Safe</p> <p>Intent- Children learn about safety in familiar situations.</p> <p>Impact- Children recognise the difference between ‘real’ and ‘imaginary’ dangers</p> <ul style="list-style-type: none"> - understand that there are situations when secrets should not be kept - know to tell a trusted adult if they feel unsafe. <p>Intent- Children learn about personal safety</p> <p>Impact- children recognise the difference between</p>	<p>Feeling Safe</p> <p>Intent- Children learn about keeping safe in the home, including fire safety.</p> <p>Impact- Children know some simple rules for keeping safe indoors, including online</p> <ul style="list-style-type: none"> -can describe what to do if there is an emergency -understand that they can take some responsibility for their own safety. <p>Intent- Children learn about keeping safe outside</p> <p>Impact- Children know some rules</p>	<p>Bullying- See it, Say it. Stop it!</p> <p>Intent- Children learn to recognise bullying and how it can make people feel</p> <p>Impact- Children are able to</p> <ul style="list-style-type: none"> -define what is meant by ‘bullying’ -can identify the difference between falling out with someone and bullying -understand how bullying can make people feel and why this is unacceptable. <p>Intent- Children learn about different types of</p>	<p>Playing Safe</p> <p>Intent- Children learn how to be safe in their computer gaming habits</p> <p>Impact- Children</p> <ul style="list-style-type: none"> -know about the age classification system and understand why some games are not appropriate for children to play can evaluate whether a computer game is suitable for them to play and explain why -are able to share opinions about computer games. <p>Intent- Children learn about keeping safe near roads, rail,</p>



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	<p>tools confidently and safely, such as pencils, paintbrushes, scissors, knives, forks and spoons.</p> <p>Impact- Children choose and use this equipment confidently and independently.</p> <p>Intent- Seeing themselves as a valuable individual.</p> <p>Impact- Can talk about their personal strengths and things they'd like to improve.</p>	<p>good and bad touches</p> <p>-understand there are parts of the body which are private</p> <p>- know who they can go to, what to say or do if they feel unsafe or worried.</p> <p>Intent- Children learn about people who help keep them safe outside the home.</p> <p>Impact- Children can identify situations where they might need help</p> <p>-can identify people in the community who can help to keep them safe</p> <p>-know how to ask for help if they need it.</p>	<p>for keeping safe outside</p> <p>-can assess whether a situation is safe or unsafe</p> <p>-understand the importance of always telling someone where they are going or playing</p> <p>Intent- Children learn about road safety.</p> <p>Impact- Children can identify hazards in relation to road safety</p> <p>-are able to explain how to cross the road safely</p> <p>-recognise that there are rules in relation to road safety for all road users</p>	<p>bullying and how to respond to bullying incidents.</p> <p>Impact- Children can name different types of bullying (including racism)</p> <p>-can identify the different ways bullying can happen (including online)</p> <p>-can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help.</p> <p>Intent- Children learn about what to do if they witness bullying</p> <p>Impact- Children can explain how to react if they witness bullying</p> <p>-understand the role of bystanders and the important part</p>	<p>water, building sites and around fireworks.</p> <p>Impact- Children can</p> <p>-identify and assess the level of risk of different activities in the local environment</p> <p>-recognise that in some situations there may pressure to behave in a way that doesn't feel safe</p> <p>-can identify some ways to respond to unhelpful pressure</p> <p>Intent- Children learn about what to do in an emergency and basic emergency first aid procedures.</p> <p>Impact- Children are able to assess what to do in an emergency</p>	
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				they play in reducing bullying -know how and to whom to report incidents of bullying, where to get help and support.	- can carry out some simple first aid procedures for different needs -can demonstrate how to ask for help from a range of emergency services.	
Mental health and Emotional Well Being						
<p>Feelings</p> <p>Intent- Develop a sense of membership in the community. Impact- Children understand they are a member of their family and the Pulford family. Some children may belong to other families such as church, sports clubs etc.</p> <p>Intent- Children become more outgoing with unfamiliar people, in</p>	<p>Feelings</p> <p>Intent- Children see themselves as a valuable individual. Impact- Children can talk about themselves positivity and say who loves them.</p> <p>Intent- Children will build constructive and respectful relationships with adults and children. Impact- Children can say who their friends are and enjoy playing together.</p>	<p>Feelings</p> <p>Intent- Children learn about different types of feelings. Impact- Children can name different feelings (including good and not-so-good feelings) - recognise that people may feel differently about the same situation -can identify how different emotion</p> <p>Intent- Children learn about managing different feelings.</p>	<p>Friendships</p> <p>Intent- Children learn about the importance of special people in their lives. Impact- Children can identify people who are special to them and explain why -understand what makes a good friend -can demonstrate how they show someone they care</p> <p>Intent- Children learn about making friends and who can</p>	<p>Strengths and Challenges</p> <p>Intent- Children learn about celebrating achievements and setting personal goals. Impact- Children -explain how it feels to be challenged, try something new or difficult -can plan the steps required to help achieve a goal or challenge - are able to celebrate their own and others' skills,</p>	No specific unit of work for this year group.	



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<p>the safe context of the setting. Impact- Children communicate with adults and peers confidently.</p> <p>Intent- Talk about feelings like happy, sad, angry, worried. Impact- Can give examples of when they've experienced these emotions.</p> <p>Intent- Show more confidence in social situations. Impact- Children will play with one or more children, extending and elaborating play ideas.</p>	<p>-Children will speak confidently to familiar adults.</p> <p>Intent- Children will identify and moderate own feelings socially and emotionally. Impact- Children will understand emotions.</p> <p>Intent- Work and play cooperatively, taking turns with others. Impact- children will play a game, taking turns and following rules.</p>	<p>Impact- Children - recognise that some feelings can be stronger than others -can describe some ways of managing different feelings -know when to ask for help.</p> <p>Intent- Children learn about change or loss and how this can feel Impact- Children are able - to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school) -can describe how people might feel when there is a change or loss - recognise what they can do to help</p>	<p>help with friendships. Impact- Children -understand how people might feel if they are left out or excluded from friendships -recognise when someone needs a friend and know some ways to approach making friends -know who they can talk to if they are worried about friendships.</p> <p>Intent- Children learn about solving problems that might arise with friendships. Impact- Children can -identify some ways that friendships can go wrong</p>	<p>strengths and attributes.</p> <p>Intent- Children learn about dealing with put-downs. Impact- Children -explain what is meant by a put-up or put down and how this can affect people -can demonstrate a range of strategies for dealing with putdowns -recognise what is special about themselves.</p> <p>Intent- Children learn about positive ways to deal with set-backs Impact- Children can -describe how it feels when there are set-backs</p>		
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		<p>themselves or someone else who may be feeling unhappy.</p>	<p>-can describe some ways to sort out friendship's problems -recognise that difficulties within friendships can usually be resolved.</p>	<p>-know some positive ways to manage set-backs and how to ask for help or support -recognise that everyone has set backs at times, and that these cannot always be controlled.</p>		
<p>Physical Health and Well Being</p>						
<p>Fun Times Intent- develop their movement, balancing, riding and ball skills. Impact- To confidently take part in PE lessons. Intent- Go up steps and stairs, climb using alternate feet. Impact- to move around the school setting confidently.</p>	<p>Fun Times Intent- Children revise fundamental movements. Impact- Children confidently rolling, crawling, walking, jumping, running, hopping, skipping, climbing, developing all over body strength. Intent- Use core muscle strength to achieve a good</p>	<p>Fun Times Intent- Children learn about food that is associated with special times, in different cultures. Impact- Children know about some of the food and drinks associated with different celebrations and customs -can identify what makes their home lives similar or different to others</p>	<p>What Keeps me Healthy? Intent- Children learn about eating well. Impact- Children know -what a healthy diet looks like -can identify who helps them make choices about the food they eat -know the benefits of a healthy diet (including oral health)</p>	<p>What Helps me Choose? Intent- Children learn about making healthy choices about food and drinks Impact- Children can -use the Eatwell guide to help make informed choices about what they eat and drink -can describe situations when they have to make</p>	<p>What is Important to me? Intent- Children learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons) Impact- Children can -explain why a person may avoid certain foods -are able to communicate their own personal food needs</p>	



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<p>Intent- Make healthy choices about food, drink, activity and toothbrushing. Impact- Children understand what foods are better for them. -Shows an awareness of good oral hygiene.</p>	<p>posture when sitting at a table or the floor. Impact- Children sit comfortably on the floor with their legs crossed and sit at a table comfortably to complete an activity. Intent- Develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Impact- Take part in PE lessons using these skills. Intent- Know and talk about different factors that support their overall health and well being. Impact children and talk about the importance for regular activity, healthy eating,</p>	<p>including the food they eat -understand why food eaten on special days may be different from everyday foods. Intent- Children learn about active playground games from around the world. Impact- Children can describe how to play different active playground games -can recognise how active playground games make them feel -can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at.</p>	<p>Intent- Children learn about the importance of physical activity, sleep and rest. Impact- Children can -describe some ways of being physically active throughout the day. -explain why it is important to rest and get enough sleep, as well as be active -understand that an hour a day of physical activity is important for good health Intent- Children learn about the people who help us to stay healthy and well and about basic health and hygiene routines</p>	<p>choices about their food and drink. -understand who and what influences their choices about food and drinks. Intent- Children learn about how branding can affect what foods people choose to buy. Impact- Children can -explain why people are attracted to different brands -are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money' -understand how this can affect what food people buy</p>	<p>-understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons. Intent- Children learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) Impact- Children can -identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality) -are able to talk about their views and express their opinions on factors</p>	
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	<p>toothbrushing, sensible amounts of screen time, good sleep routine and being a safe pedestrian.</p>	<p>Intent- Children learn about sun-safety Impact- Children -know about some of the effects of too much sun on the body -can describe what people can do to protect their bodies from being damaged by the sun -know what they will need and who to ask for help if they going out in strong sun.</p>	<p>Impact- know about the roles of people who help them to stay healthy (including giving vaccinations) -can describe everyday routines to help take care of their bodies, including oral health</p>	<p>Intent- Children learn about keeping active and some of the challenges of this Impact- Children are -able to identify a range physical activities that help the body -are able to evaluate the levels of physical activity in different pastimes -can explain what choices they have about how to spend their free time.</p>	<p>that affect food choice -understand that consumers may have different views on the food they eat and how it is produced and farmed Intent- Children learn about the importance of getting enough sleep Impact- Children -explain the importance of sleep for health and wellbeing -know what can help people relax and sleep well -recognise the impact that too much screen time can have on a person's health and wellbeing.</p>	
<p>Careers, Financial Capability and Economic Well Being</p>						



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<p><u>Career Awareness</u> Intent- Show and interest in different occupations. Impact- Children can say what they would like to be when they grow up.</p>	<p><u>Awareness of number</u> Intent- Count objects, actions and sounds Impact- Can count out a given number of objects. (up to 10)</p> <p>Intent- Compare numbers. Impact- Understands the Value of number up to 10 (more or fewer)</p>	<p><u>My Money</u> Intent- Children learn about where money comes from and making choices when spending money Impact- Children understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits) -recognise that people make choices about what to buy -understand that they may not always be able to have all the things they want.</p> <p>Intent- Children learn about saving money and how to keep it safe. Impact- Children</p>		<p><u>Saving, Spending and Budgeting</u> Intent- Children learn about what influences peoples choices about spending and saving money Impact- Children -understand how manufacturers and shops persuade us to spend money. - are able to recognise when people are trying to pressurise them to spend their money and how this feels - can make decisions about whether something is 'value for money'..</p> <p>Intent- Children learn how people can keep track of their money. Impact- Children can</p>		
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		<ul style="list-style-type: none">-understand why people might want to save their money-can say how it feels to save for something you really want-recognise where money is stored to keep it safe and some places are safer than others. <p>Intent- Children learn about the different jobs people do</p> <p>Impact- Children</p> <ul style="list-style-type: none">-know that there are a range of jobs that people can do-recognise that both men and women are able to do a range of jobs-understand that having a job means people can earn money		<ul style="list-style-type: none">-keep simple records to keep track of their money- can ask simple questions about needs and wants - decide how to spend and save their money- know the best places people can go for help about money <p>Intent- Children learn about the world of work</p> <p>Impact- Children know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</p> <ul style="list-style-type: none">-know about a number of different jobs people do-can identify the skills and attributes		
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				needed for different jobs.		
Identify Society and Equality						
<p><u>Me and Others</u> Intent- Develop a sense of membership in the community. Impact- Children understand they are a member of their family and the Pulford family. Some children may belong to other families such as church, sports clubs etc.</p> <p>Intent- Children become more outgoing with unfamiliar people, in the safe context of the setting. Impact- Children communicate with adults and peers confidently.</p>	<p><u>Me and Others</u> Intent- Know and talk about different factors that support their overall health and well being. Impact- children and talk about the importance for regular activity, healthy eating, toothbrushing, sensible amounts of screen time, good sleep routine and being a safe pedestrian. Intent- Show resilience and perseverance when facing a challenge. Impact- Children have a “Can do” attitude towards their learning.</p>	<p><u>Me and Others</u> Intent- Children learn about what makes themselves and others special. Impact- Children can -recognise some of the things that make them special -describe ways they are similar and different to others -understand that everyone has something about them that makes them special.</p> <p>Intent- Children learn about roles and responsibilities at home and school Impact- Children can -identify the different roles of</p>	<p>No specific unit of work for this year group. Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in SRE</p>	<p><u>Celebrating Differences</u> Intent- Children learn about valuing the similarities and differences between themselves and others. Impact- Children -know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief - recognise they have shared interests and experiences with others in their class as well as with people in the wider world</p>	<p><u>Democracy</u> Intent- Children learn about Britain as a democratic society. Impact- Children understand that Britain is a democratic society and what this means - know that there are different political parties who differ in their views - understand that people have opportunities to influence decisions by voting in elections.</p> <p>Intent- Children learn about how laws are made Impact- children know how laws are made and the</p>	



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<p>Intent- Talk about feelings like happy, sad, angry, worried. Impact- Can give examples of when they've experienced these emotions.</p> <p>Intent- Continue to develop positive attitudes about the differences between people. Impact- Children can talk about differences and similarities between themselves and a peer.</p> <p>Intent- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Impact- Children can talk about differences and</p>	<p>Intent- Identify and moderate their own feelings socially and emotionally. Impact- Children demonstrate they can "share, care and always play fair."</p> <p>Intent- Build constructive and respectful relationships Impact- Children will make friendships and secure relationship with adults in the settling.</p> <p>Intent- Talk about members of their immediate family and community. Impact- Share stories about their family adventures. Intent- Recognise some similarities</p>	<p>people at home and school -solve simple dilemmas about taking responsibility -explain why it is important to take responsibility at school and at home (including looking after the local environment)</p> <p>Intent- Children learn about being cooperative with others Impact- Children can -recognise different types of helpful and unhelpful behaviour in the playground and in the classroom -challenge unhelpful behaviour in a positive way -understand how their behaviour can affect others.</p>		<p>- understand that peers might be similar or different to each other but can play or work together.</p> <p>Intent- Children learn about what is meant by community Impact- Children can -explain what being part of a community means - recognise some of the different groups or communities they belong to and their role within them -value and appreciate the diverse communities which exist and how they connect</p> <p>Intent- Children learn about belonging to groups</p>	<p>importance of following them - understand the contribution and influence that individuals and organisations can have on social and environmental change - recognise that laws help to keep people safe.</p> <p>Intent- Children learn about the local council Impact- Children -understand the local council organises services under the guidance of central government -recognise there are limited resources for the needs of the community -know that people may have different</p>	
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similarities between countries.	and differences between life on this country and life in other countries. Impact- Will comment on own life experiences and books that are read.			Impact- Children can -identify positive and negative aspects of being a member of a group - acknowledge that there may be times when they don't agree with others in the group - stand up for their own point of view against opposition.	views about how council money should be spent.	
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