

PSHE Progression Map 25/26



Intent, Implementation, and Impact	How
Intent - What we want pupils to learn, and why	<ul style="list-style-type: none"> -Structured around the three PSHE Association core themes -Explicit rights-based on UNICEF / Rights Respecting -Clear planning and commitment to inclusion and SEND -Consistent whole school Zones and Decider Skills Planning
Implementation - How the curriculum is organised and delivered over time	<ul style="list-style-type: none"> -Organised termly (Autumn / Spring / Summer) -Shows spiral progression from EYFS → Year 6 -Aligns directly with: <ul style="list-style-type: none"> ○ PSHE Association Thematic Programme Builders ○ Rights Respecting School ○ Jersey Curriculum
Impact - How we know pupils are learning more over time	<ul style="list-style-type: none"> -Increasing complexity of concepts (e.g. rules → laws → democracy → States Chamber) -Vocabulary progression clearly mapped -SEND adaptations show access and adaptation

UNCRC Article	Child-friendly focus	Where this appears in PSHE
Article 2	All children have rights	Respecting differences, challenging discrimination, valuing diversity
Article 3	Adults act in children's best interests	Safeguarding, safety, trusted adults, decision-making
Article 12	Children have the right to be heard	Pupil voice, class rights, school council, democracy
Article 13	Freedom of expression	Sharing opinions, respectful discussion, debate
Article 14	Freedom of thought and belief	Respecting views, identity, difference
Article 15	Freedom of association	Belonging, friendships, community, group participation
Article 19	Protection from harm	Safe relationships, boundaries, consent, online safety
Article 24	Right to health	Physical health, mental wellbeing, hygiene, sleep

	Democracy covered during Democracy Week – What is democracy? Why we have rules? Types of rules.	Democracy covered during Democracy Week – My role in a school democracy. My role in different communities.	Democracy covered during Democracy Week – Participating in a democracy. The reason for rules and laws.	Democracy covered during Democracy Week – The benefits of a school democracy. How to have a voice.	Democracy covered during Democracy Week – The role of the States Chamber in decision making.	Democracy covered during Democracy Week – The role I can play in building and supporting a school community.
Family & Friendships	Roles of different people; families; feeling cared for	Making friends; feeling lonely and getting help	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; romantic relationships; civil partnership and marriage
Safe Relationships	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
Respecting Ourselves & Others	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues
Building Key Vocabulary	Family, friend, care, privacy	Permission, safe, help	Secrets, boundaries, hurtful	Respect, behaviour, self-esteem	Influence, online, confidentiality	Consent, romantic, discrimination

SEND Adaptation – aligned to the PSHE Association Planning Framework for Pupils with SEND: [PSHE education planning framework for pupils with SEND \(key stages 1-4\), July 2020-2.pdf](#)

The Cove

Encountering & Engagement – Engagement Model, focusing on shared attention, interaction, emotional response and sensory exploration.

Focus	Adaptation
<ul style="list-style-type: none"> - Building trust, recognising familiar adults, responding to social cues. - Respond with curiosity to stimuli about our family. 	<ul style="list-style-type: none"> - Use intensive interaction and sensory-based social games - Use objects of reference, photos, and signs for key people - Celebrate moments of shared attention and interaction

The Lighthouse

Foundation & Core Learning – Pre-Key Stage, developing understanding of feelings, relationships, safety, routines and belonging.

Focus	Adaptation
Understanding friendship, safety, and respect. Describe the ways in which we are special and unique.	<ul style="list-style-type: none"> - Use role play with puppets and visual stories - Model turn-taking and greetings in structured routines - Use emotion cards and mirroring to explore feelings
Progression looks like:	<ul style="list-style-type: none"> - Increased shared attention and interaction - Growing ability to express preferences or feelings (gesture, symbol, word, device) - Greater tolerance of turn-taking and group routines
Adapted Age-Related Learning:	Pupils working within or alongside the mainstream curriculum access the same PSHE themes as their peers, with adaptations: We Say, We Do Guide - Adaptable Teaching.docx

Spring: Living in the Wider World

SPRING TERM 2027 (11 teaching weeks) Term starts 4 Jan, ends 25 Mar (Half term 8-12 Feb)	Unit 1 (Weeks 1-3): Belonging to a Community		
	Unit 2 (Weeks 5-8): Media Literacy & Digital Resilience		
	Unit 3 (Weeks 9-11): Money & Work		
	KS1: Understanding	Lower KS2: Application	Upper KS2: Critical Thinking

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belonging to a Community	What rules are; caring for others' needs; looking after the environment	Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules and laws; rights, freedoms and responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion towards others	Valuing diversity; challenging discrimination and stereotypes
Media Literacy & Digital Resilience	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used, assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
Money & Work	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risks
Building Key Vocabulary	Democracy, fairness, rules, Rights, school, voting	Community, caring, environment	Belonging, responsibility	Laws, freedoms, stereotypes	Diversity, compassion	Discrimination, challenge

SEND Adaptation –

The Cove

Encountering & Engagement – Engagement Model, focusing on shared attention, interaction, emotional response and sensory exploration.

Focus	Adaptation
<ul style="list-style-type: none"> - Awareness of environment - Cause and effect - Participation 	<ul style="list-style-type: none"> - Use sensory exploration of community roles (e.g. post bag, uniform)- Create simple voting activities with symbols or objects - Use symbols or eye gaze for making choices

The Lighthouse

Foundation & Core Learning – Pre-Key Stage, developing understanding of feelings, relationships, safety, routines and belonging.

Focus	Adaptation
<ul style="list-style-type: none"> - Understanding roles and responsibilities (e.g. tidying, helping others) - Participating in routines and group activities - Exploring jobs and community roles - Making choices and expressing preferences 	<ul style="list-style-type: none"> - Use visual timetables, class charters, and photo books - Explore jobs and responsibilities through structured play - Use symbol-supported stories about fairness and kindness

Progression looks like:

- Increased engagement with group activities and shared routines
- Growing awareness of roles, rules and responsibilities within familiar environments
- Ability to make simple choices and express preferences related to community, fairness or tasks (through objects, symbols, signs, speech or AAC)
- Developing understanding of belonging and participation, shown through turn-taking, imitation or contribution to shared activities

Summer: Health and Wellbeing

<p>SUMMER TERM 2027 (10 weeks + transition) Term starts 12 April, ends 20 July (Half term 1-4 June; Transition: 1-2 Jul)</p>	<p>Unit 1 (Weeks 1-4): Physical Health & Mental Wellbeing</p>
	<p>Unit 2 (Weeks 5-8): Growing & Changing</p>
	<p>Unit 3 (Weeks 9-10): Keeping Safe (Condensed), Transition Week (Week 11)</p>

	KS1: Understanding		Lower KS2: Application		Upper KS2: Critical Thinking	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Health & Mental Wellbeing	Keeping healthy; food and exercise, hygiene routines; sun safety	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Health choices and habits; what affects feelings; expressing feelings	Maintaining a balanced lifestyle; oral hygiene and dental care	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
Growing & Changing	Recognising what makes them unique and special; feelings; managing when things go wrong	Growing older; naming body parts; moving class or year	Personal strengths and achievements; managing and reframing setbacks	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Personal identity; recognising individuality and different qualities; mental wellbeing	Human reproduction and birth; increasing independence; managing transition
Keeping Safe	How rules and age restrictions help us, keeping safe online	Safety in different environments; risk and safety at home; emergencies	Risks and hazards; safety in the local environment and unfamiliar places	Medicines and household products; drugs common to everyday life	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Building Key Vocabulary	Hygiene, healthy, feelings, Food, exercise, sun safety	Sleep, medicine, teeth	Habits, feelings, expression	Balance, oral hygiene	Vaccines, allergies, sleep	Mental health, bereavement, transition

SEND Adaptation -

The Cove

Encountering & Engagement - Engagement Model, focusing on shared attention, interaction, emotional response and sensory exploration.

Focus		Adaptation
<ul style="list-style-type: none"> -Sensory regulation -Physical comfort -Emotional response 		<ul style="list-style-type: none"> - Use sensory, calming, and body awareness activities - Embed hygiene routines with visuals and modelling - Use music and movement to explore emotions and wellbeing
The Lighthouse		
Foundation & Core Learning – Pre-Key Stage, developing understanding of feelings, relationships, safety, routines and belonging.		
Focus		Adaptation
<ul style="list-style-type: none"> -Understanding health routines feelings, and change - Personal hygiene routines (e.g. brushing teeth, washing hands) - Healthy eating and food prep - Managing feelings and self-regulation - Understanding physical changes and body awareness - Safety in different environments (e.g. kitchen, road, school) 		<ul style="list-style-type: none"> - Use social stories for transitions and changes - Explore body parts and hygiene through play and modelling - Use emotion thermometers, Zones of Regulation, and Makaton signs for feelings
Progression looks like:	<ul style="list-style-type: none"> - Increased awareness of own body, comfort and emotional state - Growing ability to communicate needs, feelings or discomfort (e.g. tired, hungry, upset, unwell) using appropriate means - Greater independence within health and hygiene routines with reduced adult prompting - Improved emotional regulation, including use of familiar strategies, visuals or routines to manage feelings and transitions 	

Assessment: Progress in PSHE is assessed through pupil voice, observation, discussion and reflection on learning over time rather than formal testing.

E-VAWG Planning Overview

EYFS (Ages 4–5)	
Focus Session:	Looking at & Challenging Gender Expectations Using Toys
Toolkit Pages:	pp. 23–25
UNCRC Links:	Article 2: Non-discrimination Article 12: Right to express views Article 29: Education developing respect & equality
Jersey Curriculum Links:	Personal, Social & Emotional Development: -Sense of self; relationships; respecting differences. Early emotional literacy & respect for others.
Learning Objectives:	-Children understand that toys are for everyone. -Children begin to recognise and challenge stereotypes.
Key Activities:	-Warmup eye contact and greeting game. -Toy sorting and discussion about gender expectations. -Storytime using inclusive texts
Assessment:	Participation in discussion; evidence of developing inclusive language.

KS1		
	Year 1 (Ages 5–6)	Year 2 (Ages 6–7)
Focus Session:	Friends, Secrets & People Who Can Help Us	Gender, Careers & Assumptions
Toolkit Pages:	pp. 26–30	pp. 31–36
UNCRC Links:	-Article 3: Adults must act in children’s best interests -Article 12: Children have the right to be heard -Article 19: Protection from harm	-Article 2: Equality & non-discrimination -Article 29: Education for respect -Article 13: Freedom of expression

Jersey Curriculum Links:	-Health & Relationships: Identifying trusted adults; healthy friendships; saying no. -Safety: Understanding safe/unsafe secrets.	-Diversity & Identity: Challenging stereotypes. -Respect & Equality: Everyone can aspire to any career.
Learning Objectives:	-Recognise what makes a good friend. -Identify “happy secrets” vs “worry secrets”. -Know who to go to for help.	-Explore stereotypes around jobs. -Challenge limiting beliefs about gender roles.
Key Activities:	-Mates/No Mates movement game. -Agree/Disagree statements (Appendix 1). -Sorting secrets; class list of trusted adults. -Say “No!” game (Appendix 2).	-Concept line: “Man/Woman/Neither” job sorting. -Discussion using repeated job examples. -Gender based agree/disagree game. -Reflection circle: changing beliefs.
Assessment:	Children can name people who help keep them safe.	-Children place most jobs in the “either” category and justify this choice.

KS2					
	Year 3	Year 4	Year 5	Year 6	
Focus Session:	Resolving Conflict & Where to Get Help	Examining Violence, Excuses & Responsibility	Secrets & Stories	Option A: Court Room Game	Option B: My Online Identity
Toolkit Pages:	pp. 37–39	pp. 40–43	pp. 44–48	pp. 49–54	pp. 55–57
UNCRC Links:	-Article 12: Sharing views in a safe space -Article 19: Protection from all forms of harm -Article 15: Right to safe association	-Article 19: Protection from violence -Article 29: Education for peace, tolerance & equality	-Article 3: Adult responsibility for keeping children safe -Article 19: Protection from harm -Article 12: Being heard when worried	-Article 12: Expressing views in democratic processes -Article 19: Protection from harmful attitudes leading to abuse -Article 29: Education for equality, respect, responsibility	-Article 17: Access to safe, appropriate information -Article 16: Right to privacy -Article 19: Protection online

Jersey Curriculum Links:	<ul style="list-style-type: none"> -Managing emotions: Recognising conflict escalation. -Safety & Help-Seeking: Knowing who can help in unsafe situations (Childline, NSPCC). 	<ul style="list-style-type: none"> -Healthy Relationships: Understanding that violence is never acceptable. -Conflict Resolution: Exploring peer influence & responsibility. 	<ul style="list-style-type: none"> -Recognising abusive or unsafe situations. -Understanding different types of worries and the importance of disclosure. -Empathy for peers facing hidden challenges 	<ul style="list-style-type: none"> -Challenging harmful gender norms. -Critical thinking around coercion & unhealthy relationships. 	<ul style="list-style-type: none"> -Digital Citizenship: Online identity, risks & kindness. -Safety: Understanding how online behaviours affect safety and wellbeing.
Learning Objectives:	<ul style="list-style-type: none"> -Identify types of arguments and when they become unsafe. -Recognise signs of anger escalating. -Know where to get support (inside and outside school). 	<ul style="list-style-type: none"> -Understand that violence is never an acceptable response. -Explore how bystanders can help safely. -Reflect on responsibility for personal behaviour. 	<ul style="list-style-type: none"> -Identify unsafe secrets in realistic scenarios. -Understand how friends can support someone who is worried or unsafe. -Know that asking for help must continue until someone listens. 	<ul style="list-style-type: none"> -Critically evaluate harmful beliefs linked to power and gender. -Understand how attitudes influence behaviour in relationships. -Develop debating, reasoning and empathy skills. 	<ul style="list-style-type: none"> -Understand how actions online shape identity and relationships. -Recognise digital footprints and risks. -Develop strategies for safe and respectful online behaviour.
Key Activities:	<ul style="list-style-type: none"> - "Grandmother's Footsteps" warm-up. -Sticky note sorting: types of arguments. -Group posters: Where to get help (Appendix 1). 	<ul style="list-style-type: none"> - "Friend or Foe" warm-up on reading social cues. -Story frame analysis (Appendix 1). -Concept line: Is violence ever acceptable? 	<ul style="list-style-type: none"> -Group work: Amarjeet, Alex & Jack stories (Parts 1-3). -Predictions, empathy mapping, identifying choices. -Whole-class analysis: comparing possible solutions. 	<ul style="list-style-type: none"> -Lawyers vs. lawyers: defending/challenging a statement. -Judge & jury decision-making. 	<ul style="list-style-type: none"> -Create personal online identity maps. -Analyse digital footprints. -Kindness walk-around.

Assessment:	Children can identify at least 3 sources of support beyond school.	Children suggest safe alternatives to fighting	Children can explain why some secrets must never be kept.		Children articulate 3 strategies for safer online engagement.
--------------------	--	--	---	--	---