Progression Map

Subject: PSHE –
Hillstone Life Skills

Intent: In order to support children growing up in and experiencing a broad and complex world, it is our intention to deliver a PSHE curriculum that develop children's knowledge, awareness and understanding of their well-being, health and relationships. In doing so, children will have every opportunity to become independent individuals with acceptance and awareness of difference, resilience and self-esteem that will support them to lead creative and happy lives.

Curriculum Drivers: At the heart of our PSHE curriculum is a commitment to developing confident, articulate, and ambitious individuals who are well prepared for life in modern Britain. Our curriculum is driven by the dual pillars of **oracy** and **aspiration**, ensuring that every pupil not only understands themselves and the world around them, but can also express their thoughts with clarity, confidence, and purpose.

Through a carefully sequenced and inclusive PSHE curriculum, we aim to equip pupils with the knowledge, skills, and attributes they need to stay safe, healthy, and prepared for the challenges and opportunities beyond primary school and through to adult life. We provide a safe and respectful environment where pupils are encouraged to discuss, debate, question, and reflect—developing their spoken language skills as a powerful tool for learning, self-expression, and advocacy.

Oracy underpins our PSHE provision. Pupils are explicitly taught how to communicate effectively, listen actively, and engage thoughtfully with different perspectives. Structured talk opportunities, collaborative discussions, and reflective dialogue enable pupils to build confidence in sharing their ideas, articulating feelings, and participating in meaningful conversations about real-life issues.

Aspiration is nurtured by exposing pupils to a wide range of possibilities for their future selves. Through learning about relationships, careers, personal development, and life choices, pupils are encouraged to set goals, develop resilience, and believe in their potential. We aim to broaden horizons, challenge stereotypes, and empower pupils to make informed decisions that positively shape their futures.

Our PSHE curriculum promotes key values such as respect, empathy, responsibility, and inclusivity. It supports pupils' mental health and wellbeing, helping them to understand and manage emotions, build positive relationships, and develop a strong sense of identity and belonging.

By the time pupils leave our school, they will be **confident communicators, reflective individuals, and aspirational citizens**, equipped with the knowledge and skills to thrive in an ever-changing world.



Aut. 1 7 1/2 weeks	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception 6 lessons	Year 1 6 lessons	Year 2 6 lessons	Year 3 6 lessons	Year 4 8 lessons	Year 5 8 lessons	Year 6 6 lessons + L1 from A2
knowledge		**Building Relationships: Special Relationships** ELG: Building Relationships: To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers. Development Matters To see themselves as valuable individuals. To build constructive and respectful relationships. To think about the perspective of others.	**Connecting with Others** L1: To recognise what makes me special and talk about my strengths. L2: To explore how families care for and support each other. L3: To understand that families should help me feel safe and cared for. L4: To explain how to be a good friend. L5:To explore how to be kind even when you are angry or upset. L6: To explore kind and respectful behaviours.	**Connecting with Others** L1: To recognise and celebrate how people are different. L2: To recognise that all families are different and all are special. L3:To solve a falling out kindly. L4: To practice telling others when something feels okay or not okay to me. L5: To name who I can talk to and what I can say if something feels unsafe or wrong. L6: To recognise bullying behaviour and know what to do if it happens	**Connecting with Others** L1: To recognize what self respect is and why it is important. L2: To identify my personal boundaries. L3: To identify how families can spend time together and support each other. L4: To describe what makes a good friend. L5: To explore ways to respond after falling out with a friend. L6: To identify what bullying is and how it might make someone feel	**Families and Relationships** ***move lesson 8 to Summer 2 if unable to fit in.** To know that families are varied in the UK and across the world. To understand the different roles related to bullying including the victim, the bystander and bully. To understand everyone has the right to decide what happen to their body. To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes relate to disability. To know that bereavement describes the feeling someone might have after	**Family and Relationships** ***combine lesson 1 and 2 if unable to fit all 8 lessons in** To know that marriage is a legal commitment and a choice people can make. To know that if I have a problem, I can call ChildLine. To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is unfair treatment of different groups of people.	**Family and Relationships** To know that a conflict is a disagreement and can occur in friendships. To understand the concepts of negotiation and compromise. To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination. To understand that loss and change can cause a range of emotions. To know that the grief is the process people go through when someone close to them dies. **L1 A2: To identify long term goals and how to work towards them.**
skills		I can play and take turns with other children. I can make friends. I am able to be part of a wider group.						

Aut 2 7 weeks	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception 6 lessons	Year 1 8 lessons	Year 2 7 lessons	Year 3 7 lessons	Year 4 7 lessons	Year 5 7 lessons	Year 6 7 lessons: start at Lesson 2
knowledge		**Self Regulation: My Feelings** To identify and express their feelings. To explore different coping strategies. To consider the reasons behind our feelings. To explore different adjectives that can be used to describe feelings. To explore different facial expressions and their meanings.	**Health and Wellbeing** *miss/combine lesson 8 if needed To understand that we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people. To know that sleep helps my body repair itself, to grow and restores my energy. To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive	**Health and Wellbeing** To know that food and drinks with lots of sugar are bad for our teeth. To understand the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax. To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.	**Health and Wellbeing** To understand ways to prevent tooth decay. To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet. To understand the importance of belonging. To understand what being lonely means that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	**Health and Wellbeing** To know key facts about dental health. To know that visualization means creating an image in our heads. To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other	**Health and Wellbeing** To understand the risks of sun exposure. To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit we use to measure the amount of energy certain foods give us. To know what we do before bed can affect our quality of sleep. To understand what can cause stress. To understand that failure is an important part of success.	**Health and Wellbeing** To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. To understand that a number of factors contribute to my physical health. To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. To understand that a number of factors contribute to my mental health. To know the effects technology can have on mental health.
skills			Learning how to wash my hands properly. Learning how to deal with an allergic reaction. Exploring positive sleep habits. Exploring two different methods of relaxation: progression muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health. Identifying personal strengths and qualities. Identifying different ways to manage feelings.	Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy, balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises for relaxation. Exploring strategies to manage emotions. Developing empathy. Identifying personal goals and working towards them. Exploring growth mindset and selfrespect.	Discussing why it is important to look after my teeth. Learning stretches that can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to break down a problem into smaller parts to	Developing independence in looking after my teeth. Identifying what makes me feel calm and relaxed. Learning visualization as a tool to aid relaxation. Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy/happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing I can control some things but not others. Developing a growth mindset.	Developing independence for protecting myself in the sun. Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep. Taking responsibility for my own feelings.	Considering ways to prevent illness. Identifying actions to take if I am worried about my health or my friends' health. Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.

Spr1 6 weeks	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception 6 lessons	Year 1 6 lessons	Year 2 7 lessons	Year 3 7 lessons	Year 4 6 lessons	Year 5 6 lessons	Year 6 6 lessons
knowledge	.	**Managing self: Taking on Challenges** To understand why we have rules. To understand the importance of persistence when facing challenges. To develop confidence in their ability to solve problems. To work together as a group to overcome challenges and communicate well. To learn and practice grounding coping strategies. To learn new skills, showing resilience.	**Citizenship** To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different.	**Citizenship** **Lesson 6 (school council) removed as already covered.** To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are know as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that everyone has similarities and differences.	**Citizenship** ***combine lessons 1 and 2** To understand the UN Convention on the Rights of the Child To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules.	**Citizenship** To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights. To know that reusing items is of benefit to the environment. To know that there are a number of groups that make up the local community.	**Citizenship** To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	**Citizenship** To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.
skills			Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after school environment. Recognising the contribution people make to the local community.	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	Discussing how we can help protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognized. Developing an understanding of how parliament and government work. Identifying ways people can bring about change in society.	Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes that are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with other.

Spr 2 7 weeks	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception 6 lessons	Year 1 6 lessons	Year 2 6 lessons	Year 3 6 lessons	Year 4 6 lessons	Year 5 6 lessons	Year 6 6 lessons
knowledge		**Self-regulation: listening and following instructions** To understand the importance of listening carefully. To understand the importance of telling the truth and thinking of others' feelings. To follow instructions and persevere when things get difficult. To follow more complex instructions and to give simple instructions.	**Economic Wellbeing** To know why people use money and its role in our lives. To know it is wrong to steal money. To know money is valuable and needs to be taken care of and stored in a safe place. To know how to handle money safely. To know some of the jobs in school. To know banks are places we keep money. To know everyone has different strengths in and out of school. To know that different jobs need different skills.	**Economic Wellbeing** To know that some adults earn money by having a job. To know some basic needs for survival. To know what a bank account is. To know what a bank account is used for. To know different jobs require different skills. To understand the concept of saving money and understanding its benefits for the future. To know the difference between a 'want' and 'need'.	**Economic Wellbeing** To know the pros and cons of different payment methods. To know the reasons for spending money. To know the benefits of budgeting. To know the emotional impact of money. To know the societal and environmental impact of spending choices. To know the range of jobs and opportunities available. To know what job stereotypes are. To know individual talents should guide career choices. To realise anyone can aspire to any career.	**Economic Wellbeing** To know how to determine value for money. To know factors influencing buying decisions. To understand the importance of monitoring and tracking money. To know the features of bank accounts. To know methods for safeguarding money. To understand the likelihood of job or career changes.	**Economic Wellbeing** To know that when money is borrowed it is to be paid back, usually with interest. To know that it is important to prioritise spending. To know that income is the amount of money received and that expenditure is the amount of money spent. To know some ways that people lose money	**Economic Wellbeing** To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as Citizens Advice can help with money-related problems.
skills			Exploring what money is used for. Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work. Listening to descriptions of professions. Describing what different people do in their jobs.	Explaining adult money sources. Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'. Identifying the main features of bank account cards. Exploring personal skills and talents. Exploring the reasons why people choose certain jobs. Identifying some ways that can make an environment inclusive and fair. Reflecting on the importance of individuality and diversity.	Considering the pros and cons of payment methods. Contemplating budgeting benefits. Planning and calculating within a budget. Discussing attitudes and feelings about money. Developing empathy in financial situations. Handling negative financial emotions. Making ethical spending decisions.	Recognising value for money. Understanding differing opinions on spending. Recognising how to track money spent and saved. Understanding reasons for using a bank. Exploring how to safeguard money effectively. Identifying influences on job choices. Understanding careers can change. Challenging workplace stereotypes.	Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.	Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs that might be suitable for them;

Sum 1 4 weeks	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception 6 lessons	Year 1 4 lessons	Year 2 4 lessons	Year 3 3 lessons	Year 4 2 lessons	Year 5 2 lessons	Year 6 2 lessons
knowledge		**Building Relationships: My Family and Friends** To think about others' perspectives and learn about how different beliefs celebrate special times. To understand why sharing is important. To understand the characteristics that make a good friend. To learn the importance of supporting others be being kind. To understand the importance of perseverance in the face of challenge. *Lessons to be combined, moved to S2 or removed due to prior coverage in*	**Safety and Changing Body** Lessons 3, 4, 6 and 7 To know what to do if I get lost. To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service. *Continue lessons into Summer 2 if proving difficult to fit into this half term.*	**Safety and Changing Body** Lessons 1, 2, 7 and 8 To understand what the internet is and how it can help us. To understand how to stay safe when using the internet. To understand that I should tell an adult if I see something that makes me uncomfortable. To know the rules for crossing the road safely.	**Safety** Lessons 1, 2 and 8 To know the rules for being safe near roads. To understand the role I can take in an emergency situation. To understand how to help if someone has been stung or bitten.	**Safety and Changing Body** Lessons 3 and 8 on Kapow To understand the risks associated with smoking tobacco and the benefits of being a non-smoker. To understand the risks associated with vaping. (Add in or combine a lesson about vaping – see resources on staffshare.) To know that asthma is a condition that causes the airways to narrow.	**Safety and Changing Body** Lesson 7 Kapow To begin to understand the influence others have on us and how we can make our own decisions. Child Exploitation Lessons 1 – 3. I know what county lines is, the impact this has on families and what to do if I have concerns.	**Safety and Changing Body** Lessons 7 and 8 To know how to conduct a primary survey (using DRSABC). To recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.
skills			Practising what to do if I get lost. Understanding people's roles within the local community that help keep us safe. Learning what is and is not safe to put in our bodies. Practising making an mergency phone call.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	Identifying unsafe things people might do near roads unsafe. Understanding how to help someone who has been bitten or stung. Know how to react in an emergency situation.	Learning about the benefits of being a non-smoker. Learning how to help someone who is having an asthma attack.	Learning how to make 'for' and 'against' arguments to help with decision making. Learning about how to help someone who is bleeding.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.

Sum. 2 7 weeks	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception 6 lessons	Year 1 4 lessons	Year 2 5 lessons	Year 3 4 lessons	Year 4 7 lessons	Year 5 5 lessons	Year 6
knowledge		**Managing Self: My Wellbeing** To understand why exercise is important and explore how it affects different parts of the bosy. To explore yoga, guided meditation and relaxation. To understand why it is important to take care of oneself. To explore what it means to be a safe pedestrian. To explore what it means to eat healthily. To understand the importance of healthy food choices and what a balanced diet is.	**Safety and Changing Body** Lessons 1, 2, 5 and 8. To know some adults inside and outside of school, and how to respond to them. To know that some types of physical contact are never appropriate. To understand people's roles within the local community that help keep us safe.	**Safety and Changing Body** Lessons 3, 4, 5, 6 and 9 To know the PANTS rule. To know the name of parts of the body including those of private parts. To understand the difference between secrets and surprises. To know that medicine can help us when we're ill. To understand that we should only take medicines when a trusted adult says we can.	**Safety and Changing Body** Lessons 3, 4, 5, 6 and 7 To understand the importance of being kind online. To understand that cyberbullying is bullying which takes place online. To recognise who and what can influence our decisions. To understand the choices people can make and those which are made by others.	**Safety and Changing Body** Lessons 1,2,4,5,6 and 7 To understand that age restrictions are designed to protect us. To understand there are risks to sharing things online. To know the difference between private and public and secrets and surprises. To understand that not all information on search engines is valuable. To recognize that change is part of growing up. To understand the physical changes to both male and female bodies as people grow from children to adults. To understand the	**Safety and Changing Body** Lessons 1 – 6 To understand physical changes during puberty. To understand the menstrual cycle. To understand emotional changes during puberty. To begin to understand some issues related to online friendships including the impact of their actions. To learn about staying safe online. To understand how to help someone who is	**Safety and Changing Body** Lessons 1 – 6 To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems. To understand the risks associated with drinking alcohol. To understand how a baby is conceived and develops (use previous lesson for this). Child Exploitation Lessons 1 – 3.I know what county lines is, the impact this has on families and what to do if I have concerns.
skills			.Identifying adults inside and outside of school and knowing how to respond to them. Identifying things that are safe or unsafe to put into or onto my body. Identifying hazards that may be found at home.	Knowing and explaining the PANTS rule. Communicating with a trusted adult if I feel uncomfortable. Knowing the difference between a secret and a surprise. Knowing the names of parts of the body including those of private parts. Exploring what people can do to feel better when they are ill.	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Beginning to recognize unsafe digital content. Recognising who and what can influence our decisions. Understanding the choices people can make and those which are made by others.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Discussing some physical and emotional changes during puberty. Learning about the benefits and risks of sharing information online.	Learning about the emotional and physical changes during puberty. Identifying reliable sources to help with puberty. Developing an understanding of how to ensure relationships online are safe.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. Discussing the reasons why adults may or may not drink alcohol. Discussing problems which might be encountered during puberty and using knowledge to help.

Extra for Y6 (or could be moved to Y5)
Identity

To know identity is the way we see ourselves and also how other people see us.

To know that people may see us differently as to how we see ourselves.

To know that images can be manipulated and are not always realistic.