

## LOSTOCK HALL PRIMARY SCHOOL - WHOLE SCHOOL PROGRESSION AND SKILLS MAP 2022-23

SUBJECT	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PSHCE  Aut 1	<p><b>All about me</b></p> <p>Classroom Rules; behaviour, listening, looking after each other, personal safety in school</p> <p><b>Protected characteristics</b></p> <p><b>Rights and Responsibilities</b></p>	<p><b>How do we decide how to behave?</b></p> <p>Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p> <p><b>Protected characteristics</b></p> <p><b>Fundamental British values</b></p> <p><b>Rights and Responsibilities</b></p>	<p><b>How can we help?</b></p> <p>Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment</p> <p><b>Protected characteristics</b></p> <p><b>Fundamental British values</b></p> <p><b>Rights and Responsibilities</b></p>	<p><b>What are we responsible for?</b></p> <p>Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p> <p><b>Rights and Responsibilities</b></p>	<p><b>How can we stay safe online?</b></p> <p>Digital footprint. Keeping our information private, who and how to ask for help.</p> <p><b>Safety and Risk</b></p>	<p><b>What makes a community?</b></p> <p>What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p> <p><b>Protected characteristics</b></p> <p><b>Fundamental British values</b></p> <p><b>Identity</b></p>	<p><b>What makes a healthy and happy relationship?</b></p> <p>Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction, puberty</p> <p><b>Feelings and Friendship</b></p>
Aut 2	<p><b>What is Bullying?</b></p>	<p><b>What can we do with money?</b></p>	<p><b>What is bullying?</b></p>	<p><b>What are the rules that keep us safe?</b></p>	<p><b>How can we keep safe in our local area?</b></p>	<p><b>What does discrimination mean?</b></p>	<p>Cont.</p>

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	<p>Building constructive and respectful relationships, expressing feelings and being respectful of others, regulating behaviour.</p> <p><i>Feelings and Friendship</i></p>	<p>Where money comes from; spending; saving; keeping money safe</p> <p><i>Money</i></p>	<p>Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch; what to do if it happens</p> <p><i>Feelings and Friendship</i></p>	<p>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe</p> <p><i>Safety and Risk</i></p>	<p>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe</p> <p><i>Safety and Risk</i></p>	<p>Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities</p> <p><b>Protected characteristics</b></p> <p><i>Rights and Responsibilities</i></p>	
Spring 1	<p><b>How can we stay safe online?</b></p> <p>Age ratings on games, using devices safely</p> <p><i>Safety and Risk</i></p>	<p><b>How do we keep safe?</b></p> <p>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p> <p><i>Safety and Risk</i></p>	<p><b>How can we keep safe in different places?</b></p> <p>Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency</p> <p><i>Safety and Risk</i></p>	<p><b>How can we describe our feelings?</b></p> <p>Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p> <p><i>Feelings and Friendship</i></p>	<p><b>What is diversity?</b></p> <p>Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p> <p><b>Protected characteristics</b> <b>Fundamental British values</b></p>	<p><b>How can we manage our money?</b></p> <p>About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p> <p><i>Money</i></p>	<p><b>What are human rights?</b></p> <p>Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced</p>

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					<b>Identity</b>		marriage); confidentiality and when to break a confidence <b>Protected characteristics Fundamental British Values</b>  <b>Rights and Responsibilities</b>
Spring 2	<p><b>Who are we and who helps us?</b></p> <p>We are all different and we are all special, groups we belong to, who looks after us at school, home, out and about, who can we ask for help</p> <p><b>Fundamental British Values</b></p> <p><b>Identity</b></p>	<p><b>How do we work as a team?</b></p> <p>Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p> <p><b>Fundamental British Values</b></p> <p><b>Rights and Responsibilities</b></p>	<p><b>How can we be healthy?</b></p> <p>Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices</p> <p><b>Health</b></p>	<p><b>What can we do about bullying?</b></p> <p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p> <p><b>Feelings and Friendship</b></p>	<p><b>How can we be a good friend?</b></p> <p>Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p> <p><b>Health</b></p>	<p><b>What choices help health?</b></p> <p>What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p> <p><b>Health</b></p>	<p><b>How can money affect us?</b></p> <p>Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues</p>

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							<i>Money</i>
Summer 1	<p><b>How can we be healthy?</b></p> <p>Managing basic hygiene and own needs, regular physical activity, healthy eating, tooth brushing, screen time, sleep, road safety</p> <p><b>Health</b></p>	<p><b>How do we feel?</b></p> <p>Different kinds of feelings; strategies to manage feelings; change and loss</p> <p><b>Feelings and Friendship</b></p>	<p><b>What is the same and different about us?</b></p> <p>Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups</p> <p><b>Protected characteristics</b></p> <p><b>Identity</b></p>	<p><b>How can we eat well?</b></p> <p>What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p> <p><b>Health</b></p>	<p><b>How do we grow and change?</b></p> <p>Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p> <p><b>Feelings and Friendship</b></p>	<p><b>How can we be safe online and using social media?</b></p> <p>Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;</p> <p><b>Safety and Risk</b></p>	<p><b>How can we stay healthy?</b></p> <p>What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing</p> <p><b>Health</b></p>
Summer 2	<p><b>Who am I?</b></p> <p>Challenging stereotypes and</p>	<p><b>What makes us special?</b></p> <p>Respecting similarities and differences between people; special people;</p>	<p><b>How do we show our feelings?</b></p> <p>Different kinds of feelings;</p>	<p><b>What jobs would we like?</b></p> <p>What is meant by stereotypes; what</p>	Cont.	<p><b>What makes us enterprising?</b></p> <p>Different ways of achieving and</p>	<p><b>How can we manage risk?</b></p> <p>Increased independence</p>

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	<p>negative attitudes, promoting a positive attitude to difference. Reflecting on our achievements</p> <p><b>Protected characteristics</b> <b>Fundamental British values</b></p> <p><b>Identity</b></p>	<p>that everyone is unique; but that everyone has similarities</p> <p><b>Protected characteristics</b></p> <p><b>Identity</b></p>	<p>strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p> <p><b>Feelings and Friendship</b></p>	<p>it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets</p> <p><b>Protected characteristics</b></p> <p><b>Money</b></p>		<p>celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p> <p><b>Money</b></p>	<p>and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours</p> <p><b>Safety and Risk</b></p>
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