

**PSHE Curriculum Knowledge and Progression Map**

| <b>Cherry Year 2 AGE 6/7</b> | <b>Being Me in My World</b>   | <b>Celebrating Difference</b>  | <b>Dreams and Goals</b>   | <b>Healthy Me</b>   | <b>Relationships</b>  | <b>Changing Me</b>   |
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| <b>Overview</b>              | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends  | Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success  | Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food  | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships   | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition  |
| <b>Vocabulary</b>            | Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving   | Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value   | Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product   | Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious  | Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, | Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy |
| <b>Assessment</b>            | I can explain why my behaviour can impact on other people in my class.<br><br>I can compare my own and my friends' choices and can express why some choices are better than others.       | I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.<br><br>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be | I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.<br><br>I can explain how it felt to be part of a group and can identify a range of feelings about group work. | I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. | I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problemsolving techniques and explain how I might use them in  | I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.                      |

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|  |  | different from my friends. |  |  | certain situations in my relationships. |  |
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