



Curriculum Progression Map

Subject: PSHE

Intent

At CSPA, our PSHE and Citizenship curriculum is designed to equip children with essential life skills, underpinned by our vision and values. We strive to embed CSPA and British values throughout the children's four-year journey, helping them develop as happy, resilient, and motivated learners. Our curriculum focuses on the holistic development of each child through thoughtfully planned and well-resourced lessons that enhance their knowledge, skills, and attributes for safeguarding and improving their wellbeing.

Teachers passionately deliver a sequential and progressive curriculum that reflects the children's cultural capital, supporting their understanding of how to manage emotions and make worthwhile choices throughout their lives. Through units like British Values and modules such as Think Positive and Be Yourself, children learn to appreciate the value of every individual and foster positive self-perception.

The curriculum addresses a wide range of social and emotional learning aspects, empowering children to build their identities and self-esteem as confident, active participants in society. By providing a safe environment for democratic discussion, we encourage children to express their views with mutual respect.

The themes and topics within our curriculum support social, moral, spiritual, and cultural development, offering protective education on vital safeguarding issues and teaching children when and how to seek help. Our resources align with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study, widely adopted by schools in England and endorsed by the DfE in key PSHE documentation.

The curriculum meets all required objectives, following the three core areas: Health and Wellbeing, Relationships, and Living in the Wider World, fulfilling the requirements of the 2020 Statutory Relationships and Health Education. The CSPA rainbow supports our approach to PSHE, ensuring that the curriculum is fully inclusive and accepting of difference, providing children with a broad range of skills to navigate everyday life.

Autumn	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> ● Teamwork - learning to start a new year, working well with others. ● Digital Wellbeing- learning online safety, stranger danger, online relationships (cyber bullying). 	<ul style="list-style-type: none"> ● Safety First - learning responsibility for your own safety online, on the road, in water, on the railway and dangerous substances. ● Think Positive - learning about mental health and dealing with difficult emotions. 	<ul style="list-style-type: none"> ● Teamwork - learning qualities of a team, how to disagree, compromise and share responsibility. ● Diverse Britain - learning to contribute to society, Britain's wide representation and how government works. 	<ul style="list-style-type: none"> ● Safety First - learning about emergencies, hazards, risks, dangers - on the roads, rail, in water and around fireworks. ● Think Positive - learning to deal with positivity and negativity, growth mindset and making good choices.
Skills	<p>Teamwork Can talk about changes people may go through and what feelings or emotions these changes may bring. Able to list some helpful behaviours that support teamwork. Understands how different behaviours affect the whole team. Can talk about different emotions our teammates may experience. Able to discuss ways we can resolve disputes within a team. Can talk about how fulfilling our responsibilities benefits our team.</p> <p>Digital Wellbeing Able to identify some positives and negatives of the Internet.</p>	<p>Safety First Able to understand the risks online and what to do if something happens. Behaving responsibly and independently and knowing who can keep them safe. Know how to get help when faced with a risky situation. Recognising when they are being pressured and understanding how to get out of a pressure situation. Understanding the dangers on the road and knowing how to cross it safely. Understands the dangers of drugs, cigarettes and alcohol to be able to make good choices.</p> <p>Think Positive Knowing how to increase levels of happiness through a positive mindset.</p>	<p>Teamwork Can talk about qualities and attributes of teams they identify as successful. Able to talk about the importance of respectful communication. Can explain what it means to compromise and collaborate. Can describe ways we can care for people in our team. Able to list examples of unkind behaviour and talk about what we can do to help. Can talk about different responsibilities we have to help the team function well.</p> <p>Diverse Britain Can talk about the range of faiths and ethnicities in Britain. Can explain how and why laws are made.</p>	<p>Safety First Able to describe what a dare is and identify situations involving peer pressure. Knows when to seek help in risky or dangerous situations. Can identify and discuss some school rules for staying safe and healthy. Can recall the number to dial in an emergency. Able to list some of the hazards they might find at home. Understanding that some substances at home can be dangerous. Able to list some of the dangers we face when we are around roads, railways or water. Knows the key points of the firework code.</p> <p>Think Positive Can talk about their thoughts, feelings and behaviours. Can identify unhelpful and</p>

	<p>Can explain what to do if they experience or see bullying online.</p> <p>Can explain ways to communicate safely online and identify ways to get support if they do not feel safe.</p> <p>Able to assess the reliability of online information.</p> <p>Can explain what personal information includes.</p> <p>Knows why we shouldn't share passwords and private information.</p> <p>Explain why we have rules and restrictions around the technology we use.</p>	<p>Able to name strategies to help them with difficult feelings</p> <p>Knowing some ways to be mindful.</p> <p>Having strategies to cope with unhelpful thoughts.</p> <p>Having strategies to cope with challenges in learning.</p>	<p>Can explain what a community is.</p> <p>Able to discuss some roles of local government.</p> <p>Can describe the basic structure of national government.</p> <p>Able to talk about the role of charities and voluntary groups in the community.</p>	<p>helpful thoughts.</p> <p>Able to suggest outcomes linked to certain thoughts, feelings and actions.</p> <p>Can discuss ways in which positive thinking can be beneficial.</p> <p>Can identify and discuss uncomfortable emotions.</p> <p>Able to identify common choices we have to make in life.</p> <p>Can use basic mindfulness techniques, when guided.</p> <p>Can describe what makes a good learner.</p>
Spring	Year 3	Year 4	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> • VIPs - learning to build and maintain friendships and how to deal with bullying. • Money Matters - learning where money comes from and how it is used. 	<ul style="list-style-type: none"> • Be Yourself - learning to express yourself, have a positive outlook and manage feelings. • One World - learning differing life opportunities and experiences, inequality and stereotyping. 	<ul style="list-style-type: none"> • It's My Body - taking care of and protecting our bodies, including what we think and feel about our bodies. • Money Matters - learning the impact of advertising, ethical spending, budgeting. 	<ul style="list-style-type: none"> • Be Yourself - learning to have a positive view of yourself, dealing with peer pressure and managing feelings. • One World - learning about global citizenship, sustainability, environmental issues and making the world a better place.

<p>Skills</p>	<p>VIPs Can explain who the special people in their lives are. Able to talk about the importance of families. Can describe what makes someone a good friend. Knows how to resolve an argument in a positive way. Knows the skills involved in successful cooperation. Can identify a way to show others that they care</p> <p>Money Matters Can discuss where money comes from. Able to talk about reasons people go to work. Can discuss payment resources we can use to spend money. Consider why and how people might borrow money. Able to discuss the choices we have about how to spend our money. Able to explain ways we can keep track of what we spend.</p>	<p>Be Yourself Being proud to be unique. Able to understand the importance of telling others how they feel. Exploring situations to be assertive. Able to understand how the media makes us feel. Can identify different strategies if they make a mistake.</p> <p>One World Can understand ways in which people's lives are similar and different and can give reasons for these differences. Can understand and express differences of opinion. Able to show empathy with other people's situations. Developing thoughts of how to make the world a fairer place. Can talk about feelings around climate change.</p>	<p>It's My Body Understand that they can choose what happens to their own bodies. Knows where and how to get help if they are worried. Understand the importance of sleep, exercise and healthy eating. Can identify ways in which certain drugs, including tobacco and alcohol can harm their bodies. Can identify positive aspects about themselves Can discuss the choices related to health that they make each day. Able to identify choices that will benefit their health and provide a 'balanced lifestyle'. Can identify ways to protect their bodies from ill health.</p> <p>Money Matters Able to talk about what financial risk is. Can discuss the ways advertisers try to influence consumers. Can identify what it means to be a 'critical consumer'. Able to describe what 'value for money' means. Can talk about what it means to budget. Can discuss how money can affect people's emotions. Able to talk about ethical spending. Can talk about what tax is.</p>	<p>Be Yourself Can discuss scenarios where children are torn between 'fitting in' and being true to themselves. Able to explain how to communicate their feelings in different situations. Can discuss different ways to manage uncomfortable feelings. Able to discuss which situations would make people fight or flee and why. Can create resolutions to different tricky situations. Able to identify the feelings involved in making a mistake and understand how to make amends.</p> <p>One World Can explain what a global citizen is. Can say what global warming is. Understands that human energy use can harm the environment. Understands the importance of not wasting water. Understands what biodiversity is. Knows that their choices can have far reaching consequences.</p>
<p>Summer</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • Diverse Britain - learning to be respectful of difference. British 	<ul style="list-style-type: none"> • VIPs - learning about friends and families, conflict and 	<ul style="list-style-type: none"> • Growing Up - learning about human reproduction, body changes in girls and 	<ul style="list-style-type: none"> • Growing Up (UPKS2) Learning about changing bodies and emotions,

	<p>Values, rules, law, liberty and democracy.</p> <ul style="list-style-type: none"> ● Aiming High - learning about goals, aspirations and role models. 	<p>resolution, dares and secrets.</p> <ul style="list-style-type: none"> ● It's my body (LKS2) Looking after your body - sleep, exercise, diet, cleanliness, consent and recognising early changes in your body. 	<p>boys, changing emotions, relationships and families.</p> <ul style="list-style-type: none"> ● Aiming High - learning about a positive attitude, achievement, learning styles and stereotyping. 	<p>different relationships, human conception and reproduction.</p> <ul style="list-style-type: none"> ● Transition to Year 7 - learning to prepare children to move onto secondary school and their next chapter.
Skills	<p>Diverse Britain Can describe what it is like to live in Britain. Can talk about what democracy is. Able to talk about what rules and laws are. Can talk about what liberty means. Able to describe a diverse society. Able to describe what being British means to them.</p> <p>Aiming High Can discuss their personal achievements and skills. Able to identify what a positive learning attitude is. Can talk about a range of jobs that people do. Able to discuss what skills and interests are needed for different jobs. Can talk about jobs they might like to do in the future. Can discuss what skills they might need to do certain jobs.</p>	<p>VIPs Understands who the VIPs are and knows how to respect them. Can describe ways to treat friends and keep them. Being able to work in a team. Can read an emotion through body language. Knows strategies to resolve a dispute.</p> <p>It's My Body Knowing what touch to be happy with and understanding how to get help. Knowing how to keep the body healthy. Know what to do to get good sleep. Knowing the importance of hygiene and what to do when unwell. Knowing how to take medicine safely and stay safe around drugs. Making good choices and having healthy habits.</p>	<p>Growing Up Able to name the main male and female body parts needed for reproduction Can describe some of the changes boys go through during puberty. Able to describe some of the changes girls go through during puberty. Can describe some feelings young people might experience as they grow up. Able to talk about their own family and the relationships within it. Understands that there are many different types of family. Can identify similarities and differences in different loving relationships. Able to explain in simple terms how babies are made and how they are born. Can identify someone they could talk to about their changing body should they need to.</p> <p>Aiming High Can discuss their personal achievements and skills. Able to discuss different learning styles. Can identify what a helpful learning attitude is. Can talk about the range of jobs that people do. Understands what a stereotype is.</p>	<p>Growing Up Able to name physical changes young people will experience during puberty. Can describe emotional changes young people might experience during puberty. Appreciates that there is no such thing as a perfect body. Can list things that all loving relationships have in common. Able to explain what a sexual relationship is. Understands that some infections can be passed on during sexual intercourse, but that contraception can prevent this. Explains how babies are conceived and how they are born. Can identify someone they could talk to about their changing body, should they need to.</p> <p>Transition To Year 7</p>

			Can talk about skills employers look for in employees. Work with others in a team. Can discuss the skills everyone needs to succeed.	
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Implementation

Our PSHE curriculum is structured around thematic units, each comprising six lessons and supporting materials. This curriculum follows a spiral approach, allowing themes to be revisited every two years, which helps children recall and build on prior learning. Each unit explores the core principles of PSHE education at an age-appropriate depth, with lessons highlighting key vocabulary to foster a rich language that enhances understanding.

PSHE teachers possess strong subject knowledge, and CSPA provides training opportunities, professional development, and encourages the sharing of best practices. Support is provided by the PSHE subject leader to colleagues, along with a schedule of work to inform planning and teaching. Differentiated learning is implemented where necessary to ensure all children can access and express themselves effectively.

Our PSHE units are delivered creatively through various methods, including role play, discussions, and games in diverse group sizes, helping children develop confidence and resilience. Classroom environments are respectful, safe, and comfortable, allowing children to air their views freely. Staff members reinforce learning throughout the week whenever opportunities arise, and our whole-school values, addressed each half term, further strengthen the lessons from PSHE.

Assessment for learning is integrated into each lesson. Students in Years 3 and 4 record their self-evaluations and reflections in dedicated PSHE books, while those in Years 5 and 6 use reflection journals, allowing teachers to monitor and assess progress. Each lesson begins with a discussion to gauge children's existing knowledge and experiences, serving as a baseline assessment, and concludes with a chance to consolidate and reflect on what they've learned.

Enrichment activities, such as Children's Mental Health Week, NSPCC day and termly Walk To School Weeks, bring real-life issues to the forefront of our curriculum. Additionally, parent and pupil voice has been integral to the development of the RSE policy, ensuring that our approach is responsive and inclusive.

Impact

At CSPA, our curriculum fosters a meaningful learning journey for well-being, empowering children to develop the vocabulary and confidence to express their thoughts and feelings within a safe, respectful environment. We ensure that children are well informed about age-appropriate issues and the strategies to handle them effectively. Our PSHE education significantly impacts the whole child, addressing social and emotional barriers to learning while building confidence and self-esteem.

Teachers provide effective and timely feedback, both verbally and in writing, to highlight strengths and areas for development. This approach not only enhances academic growth but also nurtures a school culture that prioritizes both physical and mental health. Children learn when and how to seek support from others, applying their understanding of society to their interactions, from the classroom to the broader community.

Evidence indicates that effective PSHE education particularly benefits disadvantaged and vulnerable children by raising their aspirations and empowering them with the skills needed to overcome challenges. By the end of their four-year journey at CSPA, pupils fully recognize and understand their own learning behaviours and what constitutes an effective learner. They know how to use their learning and apply it in different contexts, moving on to their next stage of education fully prepared, confident, and equipped to tackle future experiences and challenges.

Our school-wide approach enhances well-being, safeguarding, and spiritual, moral, social, and cultural (SMSC) outcomes, ensuring that all children acquire the knowledge, skills, and attributes necessary for success in school and in the wider world.