

# Holy Cross Catholic Primary School



*PSHE / I Decision Curriculum Map and  
Progression Map*

2024-25

WE CARE, WE SHARE, WE VALUE

Holy Cross Catholic Primary School  
PSHE 1 Decision Curriculum Map and Progression Map

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 1	<p>Road Safety (KSS)</p> <ul style="list-style-type: none"> <li>• understand why it is important to stay safe when crossing the road</li> <li>• be able to recognise a range of safe places to cross the road</li> <li>• understand the differences between safe and risky choices</li> <li>• know different ways to help us stay safe</li> </ul>	<p>Washing Hands (KSH)</p> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> <li>• know how germs are spread and how they can affect our health</li> <li>• be able to practise washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul> <p>Friendship (R)</p> <ul style="list-style-type: none"> <li>• Understand different types of relationships</li> <li>• understand how to be a good friend</li> </ul>	<p>Water Spillage (BR)</p> <ul style="list-style-type: none"> <li>• know how you can help people around you</li> <li>• understand the types of things you are responsible for</li> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the differences between being responsible and being irresponsible</li> </ul>	<p>Jealousy (F&amp;E)</p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p>Online Bullying (CS)</p>	<p>Growing in our World (OW)</p> <ul style="list-style-type: none"> <li>• understand the needs of a baby</li> <li>• be able to recognise what you can do for yourself now you are older</li> <li>• be able to describe the common features of family life</li> <li>• be able to recognise the ways in which your family is special and unique</li> </ul> <p>Hoax Calls (FS)</p> <ul style="list-style-type: none"> <li>• understand the importance of being responsible and how our</li> </ul>	<p>Is it safe to eat or drink? Is it safe to play with? (HW)</p> <ul style="list-style-type: none"> <li>• know what items are safe to play with and what items are unsafe to play with</li> <li>• be able to name potential dangers in different environments</li> <li>• know what food and drink items are safe or unsafe to eat or drink</li> <li>• be able to name dangers that can affect others, for example younger siblings</li> </ul>

		<ul style="list-style-type: none"> <li>• be able to recognise kind and thoughtful behaviours</li> <li>• understand the importance of caring about other people's feelings</li> <li>• be able to see a situation from another person's point of view</li> </ul>		<ul style="list-style-type: none"> <li>• understand how your online activity can affect others</li> <li>• be able to identify the positives and negatives of using technology</li> <li>• know who and how to ask for help</li> <li>• be able to recognise kind and unkind comments</li> </ul>	<p>actions/choice can affect others</p> <ul style="list-style-type: none"> <li>• know what a 'hoax call' is and why it can be risky</li> <li>• understand why our emergency services are an important part of our community</li> </ul>	<p>Petty Arson (FS)</p> <ul style="list-style-type: none"> <li>• be able to show my knowledge of fire safety to others</li> <li>• understand the importance of being responsible and how our actions/choices can affect others</li> <li>• be able to practise simple ways of staying safe and finding help</li> <li>• know that even small fires can be very dangerous</li> </ul>
Year 2	<p>Tying Shoelaces (KSS)</p> <ul style="list-style-type: none"> <li>• Know the reasons to make</li> </ul>	<p>Brushing Teeth (KSH)</p> <ul style="list-style-type: none"> <li>• understand why we need to brush our teeth</li> </ul>	<p>Practice Makes Perfect (BR)</p> <ul style="list-style-type: none"> <li>• be able to name ways you can improve in</li> </ul>	<p>Worry (F&amp;E)</p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions</li> </ul>	<p>Computer Safety (CS)</p> <p>To develop an understanding of computers,</p>	<p>Living in Our World (OW)</p> <ul style="list-style-type: none"> <li>• understand why we should</li> </ul>

	<p>sure your laces are tied</p> <ul style="list-style-type: none"> <li>• Learn how to tie up laces properly</li> <li>• Know rules to keep yourself and others safe</li> <li>• Understand the differences between safe and risky choices</li> </ul> <p><b>Healthy Eating (KSH)</b></p> <ul style="list-style-type: none"> <li>• know that food is needed for our bodies to be healthy and to grow</li> <li>• understand that some foods are better for good health than others</li> <li>• be able to list different types of healthy food</li> <li>• understand how to keep</li> </ul>	<ul style="list-style-type: none"> <li>• be able to practise brushing your teeth</li> <li>• know the differences between healthy and unhealthy choices</li> <li>• be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.</li> </ul> <p><b>Bullying (R)</b></p> <ul style="list-style-type: none"> <li>• be able to name a range of feelings</li> <li>• understand why we should care about other people's feelings</li> <li>• be able to see and understand bullying behaviours</li> </ul>	<p>an activity or sport</p> <ul style="list-style-type: none"> <li>• understand the importance of trying hard and not giving up</li> <li>• be able to see the benefits of practising an activity or sport</li> <li>• be able to learn ways to set goals and work to reach them</li> </ul> <p><b>Helping Someone in Need (BR)</b></p> <ul style="list-style-type: none"> <li>• know how you can help other people</li> <li>• be able to recognise kind and thoughtful behaviours and actions</li> <li>• understand the risks of talking to people you don't know very well</li> </ul>	<p>and their physical effects</p> <ul style="list-style-type: none"> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Anger (F&amp;E)</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> </ul>	<p>the internet, and rules to keep safe.</p> <p><b>Texting While Driving (FS)</b></p> <ul style="list-style-type: none"> <li>• be able to identify the differences between safe and risky choices</li> <li>• understand how our actions and choices can affect others</li> <li>• be able to recognise how drivers can be distracted</li> </ul>	<p>look after living things</p> <ul style="list-style-type: none"> <li>• be able to identify how we can look after living things both inside and outside of the home</li> <li>• recognise why it is important to keep our communities and countryside clean</li> <li>• be able to encourage others to help keep their communities and countryside clean</li> </ul> <p><b>Working in our world (OW)</b></p> <ul style="list-style-type: none"> <li>• understand different ways we can receive money</li> <li>• know how to keep money safe</li> </ul>
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	yourself and others healthy • know the differences between healthy and unhealthy choices	• know how to cope with these bullying behaviours	in the community • be able to identify the differences between being responsible and being irresponsible	• learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words		• be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs  Visit the Fire Station (FS) • know how to help others stay safe • be able to describe the differences between safe and risky choices
Year 3	Staying Safe (KSS) • know ways to keep yourself and others safe • be able to recognise risky situations	Medicine (KSH) • know, understand, and be able to practise simple safety rules about medicine	Body Language (R) • be able to recognise and name a range of feelings • understand that feelings	Grief (F&E) • be able to recognise and name emotions and their physical effects • know the difference	Making Friends Online (CS) • be able to identify possible dangers and consequences of talking to strangers online	Looking After Our world (OW) • be able to explain the meaning of reduce, reuse, and recycle

	<ul style="list-style-type: none"> <li>• be able to identify trusted adults around you</li> <li>• understand the differences between safe and risky choices</li> </ul> <p>ID - Leaning out of windows (KSS)</p> <ul style="list-style-type: none"> <li>• be able to recognise a range of warning signs</li> <li>• be able to spot the dangers we may find at home</li> <li>• know the importance of listening to our trusted adults</li> <li>• be able to understand ways we can keep ourselves and others safe at home</li> <li>• know the differences</li> </ul>	<ul style="list-style-type: none"> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> </ul> <p>ID - Touch (R)</p> <ul style="list-style-type: none"> <li>• understand the difference between appropriate and inappropriate touch</li> <li>• know why it is important to care about other people's feelings</li> <li>• understand personal boundaries</li> </ul>	<p>can be shown without words</p> <ul style="list-style-type: none"> <li>• be able to see a situation from another person's point of view</li> <li>• understand why it is important to care about other people's feelings</li> </ul> <p>ID - Stealing (BR)</p> <ul style="list-style-type: none"> <li>• understand the differences between borrowing and stealing</li> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• know why it is wrong to steal</li> <li>• be able to understand the differences between being</li> </ul>	<p>between pleasant and unpleasant emotions</p> <ul style="list-style-type: none"> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>	<ul style="list-style-type: none"> <li>• know how to keep safe in online chatrooms</li> <li>• be able to name the positives and negatives of using technology</li> <li>• understand the difference between safe and risky choices online</li> </ul> <p>Image Sharing (CS)</p> <ul style="list-style-type: none"> <li>• Understand how your online actions can affect others</li> <li>• Be able to name the positive and negative ways you can use technology</li> <li>• Know the risks of sharing images without permission</li> </ul>	<ul style="list-style-type: none"> <li>• recognise how we can help look after our planet</li> <li>• be able to identify how to reduce the amount of water and electricity we use</li> <li>• understand how we can reduce our carbon footprint</li> </ul>
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	between safe and risky choices	<ul style="list-style-type: none"> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul>	responsible and irresponsible		<ul style="list-style-type: none"> <li>• Understand the types of images that you should and should not post online</li> </ul>	
Year 4	<p>Cycle Safety (KSS)</p> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> <li>• identify what is a risky choice</li> <li>• create a set of rules for and identify ways of keeping safe</li> </ul>	<p>Healthy Living (KSH)</p> <ul style="list-style-type: none"> <li>• explain what is meant by a balanced diet and plan a balanced meal</li> <li>• recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</li> <li>• understand nutritional information on packaged food and explain what it means</li> <li>• describe different ways</li> </ul>	<p>Coming home on time (BR)</p> <ul style="list-style-type: none"> <li>• recognise the importance of behaving in a responsible manner in a range of situations</li> <li>• describe a range of situations where being on time is important</li> <li>• explain the importance of having rules in the home</li> <li>• describe ways that behaviour can be seen to be sensible and responsible</li> </ul>	<p>Jealousy (F&amp;E)</p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</li> <li>• describe how we can support others who feel lonely, jealous, or upset</li> <li>• recognise that we can choose how we act on our emotions and understand that our choices and actions can affect</li> </ul>	<p>Chores at home (TWW)</p> <ul style="list-style-type: none"> <li>• identify ways in which we can help those who look after us</li> <li>• explain the positive impact of our actions</li> <li>• describe the ways in which we can contribute to our home, school, and community</li> <li>• identify the skills we may need in our future job roles</li> </ul>	<p>Breaking down barriers (AWWJ)</p> <ul style="list-style-type: none"> <li>• recognise positive attributes in others</li> <li>• explain why being different is okay</li> <li>• recognise your own strengths and goals, and understand that these may be different from those around you</li> <li>• identify some of the ways we can overcome barriers and promote equality</li> </ul>

		<p>to maintain a healthy lifestyle</p> <p>Appropriate touch (G&amp;C)</p> <ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>		<p>ourselves and other people</p> <ul style="list-style-type: none"> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</li> </ul> <p>Online bullying (CS)</p> <ul style="list-style-type: none"> <li>• recognise the key values that are important in positive online relationships</li> <li>• identify the feelings and emotions that may arise from online bullying</li> <li>• develop coping strategies to use if we or someone we know is being bullied online</li> </ul>		
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				<ul style="list-style-type: none"> <li>• identify how and who to ask for help</li> </ul>		
Year 5	<b>Peer Pressure (KSS)</b> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise ways to manage peer pressure</li> <li>• explain the potential outcomes that may happen when we take risks</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul>	<b>Smoking (KSH)</b> <ul style="list-style-type: none"> <li>• explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>• describe how smoking can affect your immediate and future health and wellbeing</li> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any</li> </ul>	<b>Puberty (G&amp;C)</b> <ul style="list-style-type: none"> <li>• explain what puberty means</li> <li>• describe the changes that boys and girls may go through during puberty</li> <li>• identify why our bodies go through puberty</li> <li>• develop coping strategies to help with the different stages of puberty</li> <li>• identify who and what can help us during puberty</li> </ul>	<b>Anger (F&amp;E)</b> <ul style="list-style-type: none"> <li>• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>• explain how feelings can be communicated with or without words</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to</li> </ul>	<b>Enterprise (TWW)</b> <ul style="list-style-type: none"> <li>• understand and explain why people might want to save money</li> <li>• identify ways in which you can help out at home</li> <li>• budget for items you would like to buy</li> <li>• recognise ways to make money and the early stages of enterprise</li> </ul>	<b>Inclusion and Acceptance (AWWJ)</b> <ul style="list-style-type: none"> <li>• identify some of the ways in which we are different and unique</li> <li>• explain some of the elements which help us to have a diverse community</li> <li>• describe strategies to overcome barriers and promote diversity and inclusion</li> </ul>

		<p>pressure to smoke</p> <p>Looking out for others (BR)</p> <ul style="list-style-type: none"> <li>• recognise why we should take action when someone is being unkind</li> <li>• describe caring and considerate behaviour, including the importance of looking out for others</li> <li>• demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>		<p>help control and manage unpleasant/uncomfortable emotions, such as anger</p> <p>Image sharing (CS)</p> <ul style="list-style-type: none"> <li>• list reasons for sharing images online</li> <li>• identify rules to follow when sharing images online</li> <li>• describe the positive and negative consequences of sharing images online</li> <li>• recognise possible influences and pressures to share images online</li> </ul>		
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Year 6	<p>Water safety (KSS)</p> <ul style="list-style-type: none"> <li>• identify a range of danger signs</li> <li>• develop and name strategies that can help keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul>	<p>Alcohol (KSH)</p> <ul style="list-style-type: none"> <li>• identify what is a risky choice</li> <li>• identify the risks associated with alcohol</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe</li> </ul> <p>Drug extension:</p> <ul style="list-style-type: none"> <li>• understand the difference between 'legal' and 'illegal' drugs</li> <li>• carry out research around cannabis</li> <li>• identify the risks associated with using cannabis</li> </ul> <p>Stealing (BR)</p> <ul style="list-style-type: none"> <li>• explain what consent means</li> </ul>	<p>Worry (F&amp;E)</p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions</li> <li>• identify how we can reduce our feeling of worry</li> <li>• explain how we can support others who feel worried</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul>	<p>Making Friends Online (CS)</p> <ul style="list-style-type: none"> <li>• list the key applications that we may use now and in the future</li> <li>• know and understand why some applications have age restrictions</li> <li>• identify ways to keep yourself and others safe in a range of situations online and offline</li> <li>• recognise that people may not always be who they say they are online</li> </ul>	<p>In-app purchases (TWW)</p> <ul style="list-style-type: none"> <li>• know and understand various money-related terms</li> <li>• recognise some of the ways in which we can spend money via technology</li> <li>• describe the potential impact of spending money without permission</li> <li>• identify strategies to save money</li> </ul>	<p>British Values (AWWJ)</p> <ul style="list-style-type: none"> <li>• understand that there are a wide range of religions and beliefs in the UK</li> <li>• explain each of the British values</li> <li>• create a range of values for your educational setting</li> <li>• explain how all religions can live in cohesion</li> </ul>
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		<ul style="list-style-type: none"><li>• recognise the importance of being honest and not stealing</li><li>• explain why it is important to have a trusting relationship between friends and family</li><li>• identify how making some choices can impact others' lives in a negative way</li></ul>				
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