

Personal, Social, Health and Economic Education Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Health and Wellbeing													
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth						
<i>Learners will be able to show, explain or talk about:</i>	<i>Learners will be able to show, explain or talk about:</i>	<i>Learners will be able to show, explain or talk about:</i>	<i>Learners will be able to show, explain or talk about:</i>	<i>Learners will be able to show, explain or talk about:</i>	<i>Learners will be able to show, explain or talk about:</i>	<i>Learners will be able to show, explain or talk about:</i>	To support teacher's assessment of children's deeper understanding of topics, children's learning is scaffolded with deeper learning questions						
How exercise makes me, feel How to stay healthy for example by selecting a healthy snack That movement helps to make us feel fitter and happier. How our bodies feel when we are ill Who helps us when we are poorly	How exercise helps us to stay healthy Healthy lifestyle choices Who helps us when we are ill What helps us when we are ill How we look after our bodies	Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help Growing older Naming body parts Moving class or year Safety in different environments Risk and safety at home; emergencies	Health choices and habits What affects feelings Expressing feelings Personal strengths and achievements Managing and reframing setbacks Risks and hazards Safety in the local environment and unfamiliar places	Maintaining a balanced lifestyle Oral hygiene and dental care Physical and emotional changes in puberty External genitalia Personal hygiene routines Support with puberty Medicines and household products; d	Healthy sleep habits Sun safety Medicines, vaccinations, immunisations and allergies Personal identity Recognising individuality and different qualities Mental wellbeing Keeping safe in different situations, including responding in emergencies,	What affects mental health and ways to take care of it Managing change, loss and bereavement Managing time online Human reproduction and birth Increasing independence Managing transition Keeping personal information	<table border="1"> <tr> <td> REMEMBER <ul style="list-style-type: none"> Can you name all the ...? Describe what happens when ...? How is (are) ...? How would you define ...? How would you identify ...? How would you outline ...? How would you recognise ...? List the ... in order. </td> <td> UNDERSTAND <ul style="list-style-type: none"> Can you clarify ...? Can you illustrate ...? Condense this paragraph. Contrast ... Elaborate on ... Explain why ... Give an example How can you describe ...? </td> </tr> <tr> <td> APPLY <ul style="list-style-type: none"> Can you group by characteristics such as ...? Do you know of another instance where ...? Draw a story map Explain why a character acted in the way that he did From the information given, develop instructions about ...? </td> <td> ANALYSE <ul style="list-style-type: none"> Discuss the pros and cons of ... How can you identify ... according to ...? How can you sort the different parts ...? How is ... connected to ...? How is ... similar to ...? How would you categorise ...? How would you explain ...? </td> </tr> <tr> <td> EVALUATE <ul style="list-style-type: none"> How would you feel if ...? How would you grade ...? How would you have handled ...? Is there a better solution to ...? Judge the value of ... Rank the importance of ... Rate the ... What are the alternatives? What are the consequences of ...? </td> <td> CREATE <ul style="list-style-type: none"> Can you develop a proposal which would ...? Can you see a solution to ...? Devise a way to ... How would you elaborate on the reason ...? How would you generate a plan to ...? How would you improve ...? </td> </tr> </table>	REMEMBER <ul style="list-style-type: none"> Can you name all the ...? Describe what happens when ...? How is (are) ...? How would you define ...? How would you identify ...? How would you outline ...? How would you recognise ...? List the ... in order. 	UNDERSTAND <ul style="list-style-type: none"> Can you clarify ...? Can you illustrate ...? Condense this paragraph. Contrast ... Elaborate on ... Explain why ... Give an example How can you describe ...? 	APPLY <ul style="list-style-type: none"> Can you group by characteristics such as ...? Do you know of another instance where ...? Draw a story map Explain why a character acted in the way that he did From the information given, develop instructions about ...? 	ANALYSE <ul style="list-style-type: none"> Discuss the pros and cons of ... How can you identify ... according to ...? How can you sort the different parts ...? How is ... connected to ...? How is ... similar to ...? How would you categorise ...? How would you explain ...? 	EVALUATE <ul style="list-style-type: none"> How would you feel if ...? How would you grade ...? How would you have handled ...? Is there a better solution to ...? Judge the value of ... Rank the importance of ... Rate the ... What are the alternatives? What are the consequences of ...? 	CREATE <ul style="list-style-type: none"> Can you develop a proposal which would ...? Can you see a solution to ...? Devise a way to ... How would you elaborate on the reason ...? How would you generate a plan to ...? How would you improve ...?
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				Drugs common to everyday life	first aid and FGM	safe Regulations and choices Drug use and the law Drug use and the media	
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Living in the wider world													
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth						
<p><i>Learners will be able to show, explain or talk about:</i></p> <p>The lives of people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some</p>	<p><i>Learners will be able to show, explain or talk about:</i></p> <p>What rules are Caring for others' needs Looking after the environment Using the internet and digital devices Ways of communicating online and how our parents keep us safe Celebrating our strengths and interests;</p>	<p><i>Learners will be able to show, explain or talk about:</i></p> <p>Belonging to a group; roles and responsibilities Being the same and different in the community The internet in everyday life Online content and information What money is Needs and wants Looking after money</p>	<p><i>Learners will be able to show, explain or talk about:</i></p> <p>The value of rules and laws Rights, freedoms and responsibilities How the internet is used Assessing information online Different jobs and skills Job stereotypes Setting personal goals</p>	<p><i>Learners will be able to show, explain or talk about:</i></p> <p>What makes a community Shared responsibilities? How data is shared and used online Making decisions about money Using and keeping money safe</p>	<p><i>Learners will be able to show, explain or talk about:</i></p> <p>Protecting the environment Compassion towards others How information online is targeted Different media types, their role and impact Identifying job interests and aspirations</p>	<p><i>Learners will be able to show, explain or talk about:</i></p> <p>Valuing diversity Challenging discrimination and stereotypes Evaluating media sources Sharing personal information and images online, identifying how and when it is safe to share persona; information</p>	<p>To support teacher's assessment of children's deeper understanding of topics, children's learning is scaffolded with deeper learning questions</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #FFD700; padding: 5px;"> <p style="text-align: center; margin: 0;">REMEMBER</p> <ul style="list-style-type: none"> Can you name all the ...? 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similarities and differences between religion and cultural communities in this country, drawing on their experiences and what has been read in class	different jobs in the community				What influences career choices Workplace stereotypes and how to actively challenge these Risks in the wider world	including images Influences and attitudes to money Financial risks including fraud, investment and financial exploitation Understanding local risks and introduction to county lines	
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Relationships							
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Show an understanding of their own feelings and those of others, and begin to regulate their	The roles of different people including Families Feeling cared for	Discuss friendships and how to make friends, beginning to think about safe friendships	What makes a family Features of family life Personal boundaries Safely	Positive friendships, including those introduced or formed online Responding to hurtful behaviour	Managing friendships and peer influence Physical contact and feeling safe Responding respectfully to a wide range of	How to safely approach attraction to others Romantic relationships including Civil	

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<p>behavior accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately.</p>	<p>The importance of safe adults and seeking permission How behaviour affects others show behaviour which is polite and respectful</p>	<p>Explain how to get help when feeling lonely Manage secrets Resist pressure and getting help for this What is hurtful behaviour Things in common and differences Play and working cooperatively Sharing opinions</p>	<p>responding to others The impact of hurtful behaviour Recognising respectful behaviour The importance of self-respect demonstrate behaviours which reflect Courtesy and politeness</p>	<p>Managing confidentiality Recognising risks online and beginning to think about how to challenge and protect themselves from this Respecting differences and similarities. Cultural and physical difference sensitively</p>	<p>people Recognising prejudice and discrimination Demonstrate behaviours which look to challenge prejudicial behaviours</p>	<p>Partnership and marriage Exploitation and unsafe relationships and how to identify these</p>	<table border="1"> <tr> <td data-bbox="1641 220 1854 379"> <p>REMEMBER</p> <ul style="list-style-type: none"> • Can you name all the ...? • Describe what happens when ...? • How is (are) ...? • How would you define ...? • How would you identify ...? • How would you outline ...? • How would you recognise ...? • List the ... in order. </td> <td data-bbox="1854 220 2069 379"> <p>UNDERSTAND</p> <ul style="list-style-type: none"> • Can you clarify ...? • Can you illustrate ...? • Condense this paragraph. • Contrast ... • Elaborate on ... • Explain why ... • Give an example • How can you describe ...? </td> </tr> <tr> <td data-bbox="1641 379 1854 547"> <p>APPLY</p> <ul style="list-style-type: none"> • Can you group by characteristics such as ...? • Do you know of another instance where ...? • Draw a story map. • Explain why a character acted in the way that he did • From the information given, develop instructions about ...? </td> <td data-bbox="1854 379 2069 547"> <p>ANALYSE</p> <ul style="list-style-type: none"> • Discuss the pros and cons of ... • How can you classify ... according to ...? • How can you sort the different parts ...? • How is ... connected to ...? • How is ... similar to ...? • How would you categorise ...? • How would you explain ...? </td> </tr> <tr> <td data-bbox="1641 547 1854 715"> <p>EVALUATE</p> <ul style="list-style-type: none"> • How would you feel if ...? • How would you grade ...? • How would you have handled ...? • Is there a better solution to ...? • Judge the value of ... • Rank the importance of ... • Rate the ... • What are the alternatives? • What are the consequences of ...? </td> <td data-bbox="1854 547 2069 715"> <p>CREATE</p> <ul style="list-style-type: none"> • Can you develop a proposal which would ...? • Can you see a solution to ...? • Devise a way to ... • How would you elaborate on the reason ...? • How would you generate a plan to ...? • How would you improve ...? </td> </tr> </table>	<p>REMEMBER</p> <ul style="list-style-type: none"> • Can you name all the ...? • Describe what happens when ...? • How is (are) ...? • How would you define ...? • How would you identify ...? • How would you outline ...? • How would you recognise ...? • List the ... in order. 	<p>UNDERSTAND</p> <ul style="list-style-type: none"> • Can you clarify ...? • Can you illustrate ...? • Condense this paragraph. • Contrast ... • Elaborate on ... • Explain why ... • Give an example • How can you describe ...? 	<p>APPLY</p> <ul style="list-style-type: none"> • Can you group by characteristics such as ...? • Do you know of another instance where ...? • Draw a story map. • Explain why a character acted in the way that he did • From the information given, develop instructions about ...? 	<p>ANALYSE</p> <ul style="list-style-type: none"> • Discuss the pros and cons of ... • How can you classify ... according to ...? • How can you sort the different parts ...? • How is ... connected to ...? • How is ... similar to ...? • How would you categorise ...? • How would you explain ...? 	<p>EVALUATE</p> <ul style="list-style-type: none"> • How would you feel if ...? • How would you grade ...? • How would you have handled ...? • Is there a better solution to ...? • Judge the value of ... • Rank the importance of ... • Rate the ... • What are the alternatives? • What are the consequences of ...? 	<p>CREATE</p> <ul style="list-style-type: none"> • Can you develop a proposal which would ...? • Can you see a solution to ...? • Devise a way to ... • How would you elaborate on the reason ...? • How would you generate a plan to ...? • How would you improve ...?
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