



Progression of PSHE and Global Citizenship Skills

Curriculum Map – PSHE Skills – Pupils can ...

| | EYFS | KS1 | Lower KS2 | Upper KS2 |
|--|--|--|--|---|
| Self-awareness and reflection | <ul style="list-style-type: none"> recognise, name and deal with feelings in a positive way notice some effects of own actions on others identify how people are feeling (e.g. happy, sad, worried) | <ul style="list-style-type: none"> recognise effects of own behaviour on others and use this to help make choices identify matters that are important to self and others learn from mistakes and use feedback | <ul style="list-style-type: none"> identify connections between personal decisions and issues affecting people locally and globally explore reasons for negative feelings towards others and in new or difficult situations | <ul style="list-style-type: none"> recognise personal strengths and weaknesses evaluate ways in which own emotions, words and behaviour can affect people both locally and globally |
| Communication | <ul style="list-style-type: none"> listen to others take turns to express a view | <ul style="list-style-type: none"> participate in discussions about issues that affect self, others and the wider world state opinions and start to give reasons for these listen carefully to others | <ul style="list-style-type: none"> listen attentively, question and respond to others express own views and ideas on issues clearly, using a range of appropriate methods. give reasons, evidence and examples in support of an opinion | <ul style="list-style-type: none"> communicate effectively through a range of media about issues to suit subject, audience and purpose use active listening skills adapt behaviour to new cultural environments |
| Cooperation and Conflict Resolution | <ul style="list-style-type: none"> participate in group activities take turns and share manage disputes peacefully | <ul style="list-style-type: none"> play and work cooperatively help to ensure that everyone in own group is included begin to show tact and diplomacy | <ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings use knowledge of others' viewpoints to resolve problems and compromise | <ul style="list-style-type: none"> take on different roles in group work employ effective strategies for repairing damaged relationships |



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| Ability to manage complexity and uncertainty | <ul style="list-style-type: none">ask for help if unsure what to do | <ul style="list-style-type: none">describe feelings about changes in own life and locally | <ul style="list-style-type: none">describe feelings about changes and events in own setting and the wider worlduse strategies to cope with challenging timesrecognise when there may be no single right or wrong answer | <ul style="list-style-type: none">adapt to new situations and explore new ways of seeing local and global issuesexplore multiple perspectives and alternative visions of the future |
| Informed and reflective action | <ul style="list-style-type: none">support others in group or class | <ul style="list-style-type: none">contribute actively and constructively to the life of own class and schooltake action when something is unfair | <ul style="list-style-type: none">participate in decision making in schoolcontribute to the wellbeing of the wider communityshare opinions and evidence on issues with othersincluding decisionmakers and elected representatives | <ul style="list-style-type: none">identify and plan appropriate action(s) and opportunities to make own voice heardchallenge viewpoints which perpetuate inequality and injusticereflect on learning from taking action |



Progression of PSHE and Global Citizenship Skills

Curriculum Map – PSHE Attitudes – Pupils have ...

| | EYFS | KS1 | Lower KS2 | Upper KS2 |
|--|---|--|--|---|
| Sense of identity and selfesteem | <ul style="list-style-type: none"> • awareness of self and own uniqueness • sense of self-worth and worth of others | <ul style="list-style-type: none"> • sense of belonging and valuing of relationships with others • awareness of, and pride in, own individuality | <ul style="list-style-type: none"> • positivity about the ways in which one is both similar to others and uniquely different • value what contributes to own identity | <ul style="list-style-type: none"> • valuing of own and others' individuality • openness to new ideas and perspectives which challenge own |
| Commitment to social justice and equity | <ul style="list-style-type: none"> • sense of fair play • willingness to take turns and share | <ul style="list-style-type: none"> • willingness to stand up and speak up for others • fairness in dealings with others | <ul style="list-style-type: none"> • offence at unfair treatment of others locally and globally • sense of justice • growing interest in world events and global issues | <ul style="list-style-type: none"> • active concern at injustice, exploitation and denial of human rights • willingness to take action against injustice and inequity |
| Respect for people and human rights | <ul style="list-style-type: none"> • starting to think of others | <ul style="list-style-type: none"> • respect for other people's feelings and ideas • respect for the rights of others • belief that everyone has equal rights | <ul style="list-style-type: none"> • readiness to think through consequences of words, actions and choices on others • belief that it is everyone's responsibility to challenge prejudice and discrimination | <ul style="list-style-type: none"> • sense of solidarity with those suffering human rights violations, injustice and discrimination |



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| <p>Value diversity</p> | <ul style="list-style-type: none"> • positive attitude towards difference and diversity • willingness to listen to the ideas of others | <ul style="list-style-type: none"> • valuing others as equal and different • willingness to listen respectfully to the ideas and views of others even when one disagrees • willingness to learn from the experiences of others | <ul style="list-style-type: none"> • valuing difference • recognising the benefits of listening to a range of different perspectives and viewpoints | <ul style="list-style-type: none"> • respect for the rights of all to have a point of view • willingness to challenge prejudiced and discriminatory views • recognition of diverse perspectives on any issue, and that the majority view is not always right |
| <p>Commitment to participation and inclusion</p> | <ul style="list-style-type: none"> • willingness to play fairly and inclusively with others | <ul style="list-style-type: none"> • willingness to participate in activities both inside and outside of the classroom • belief that that everyone should be included and able to participate | <ul style="list-style-type: none"> • active participation in school-based decision making • proactive inclusion of other people, especially those who may face barriers to participating fully | <ul style="list-style-type: none"> • supporting and encouraging others to participate • willingness to reach agreement through compromise |
| <p>Belief that people can bring about change</p> | <ul style="list-style-type: none"> • belief that everyone can do things to improve surroundings and support others | <ul style="list-style-type: none"> • belief that people can make a difference, both on their own and when they work together | <ul style="list-style-type: none"> • belief that individuals and groups can improve situations • willingness to cooperate with others to change things for the better | <ul style="list-style-type: none"> • willingness to take an informed stand on global issues • belief that people can often make a greater difference when they take action collectively |



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| PSHE: VOCABULARY MAP | | |
|---|--|--|
| EYFS | KEY STAGE ONE | KEY STAGE TWO |
| <ul style="list-style-type: none">• Fair• unfair• sharing• caring• similar• different• consequence• help• rules• kind• gentle• respect• listen• friend• emotion words• feelings• brave• persevere• resolve• apologise• conflict• cooperate | <ul style="list-style-type: none">• Empathy• fairness• difference• similar• identity• belonging• agreement• disagreement• conflict• resolution• problem solving• rights• responsibility• decision• • vie | <ul style="list-style-type: none">• diversity• culture• society• equality• contribution• rights and responsibilities• racism• sexism• stereotype• discrimination• prejudice• challenge• conflict• resolve (in relation to conflict)• prevent (in relation to conflict)• solution (in relation to conflict)• rule/law• empathy• impact bias/opinion |



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Young Explorer's Curriculum Activity Grid

| | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---------------|--|---|---|--|--|--|---|
| Term 1 | Farm Visit FS Activities | Campfire Experience Cinema Sea Life | Forest School Campfire Experience | Residential (Jodrell Bank) | Residential (Heights of Abraham) | Residential (Chatsworth House) | Residential (Caves / Castle) Reach out Ice Skating |
| Term 2 | Sea Life Local Walk (School and Wonderland Park) | Den Building Build a Bear Manchester Museum Local School Walk (Longsight) | Den Building Local School Walk (Mayfield Park) FS Activities | Forest School / Theatre Visit City Centre Walk (Cathedral, Town Hall, Library) | Chester Roman Experience City Centre Walk (St Anne's Square, Lincoln Square) | Jodrell Bank MOSI Reach out City Centre Canal / River China – international visit | Hospital Visit (MRI) Football Stadium University City Centre Canal Boat |
| Term 3 | Butterflies / Chicks Zoo FS Activities | Safari Park Beach visit | Beach Visit Campfire Experience FS Activities | Chester Zoo | Cocky Trail | Gulliver's World Reach out | Blackpool Prom Pizza Party |

Manchester University Our World Programme – working with all year groups