

PSHE Progression						
Year Group: EYFS	Cycle 1 and 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships & Health		Living in the wider world		Healthy Me	
	Relationships	Health	Economics	Citizenship	Risk	Identity
	- Build constructive and respectful relationships. - Express their feelings and consider the feelings of others.	- Show resilience and perseverance in the face of challenge. - Manage their own needs.	People Culture and communities - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.	- Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others.	People Culture and communities - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Recognise people in the community who will care for us eg. Doctors, police, firepeople.	See themselves as a valuable individual.
	ELG Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers.	ELG Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from	People culture and communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	ELG Self Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able	ELG Past and present Talk about the lives of the people around them and their roles in society.	

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	• Show sensitivity to their own and to others' needs.	wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		
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PSHE Progression						
Year Group: 1	Cycle 1 and 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships & Health		Living in the wider world		Healthy Me	
	Relationships	Health	Economics	Citizenship	Risk	Identity
	To identify their own special people (family, friends, carers), what makes them special and how special people should care for one another.	To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	To understand what improves & harms their local, natural & built environments and about some of the ways that people look after them.	To help construct & agree to follow group & class rules, & to understand how these rules can help them.	To know rules for & ways of keeping physically & emotionally safe – Road safety (including safety in the environment).	To think about themselves, to learn from their experiences. To recognise and celebrate their strengths and set simple & challenging goals.
	To identify & respect the differences and similarities between people.	To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health. To recognise that choices can have good and not so consequences.	To recognise that money comes from different sources & can be used for different purposes, including the concepts of spending & saving.	To recognise what is fair & unfair, kind & unkind, what is right & what is wrong.	To know about people who look after them, who to go to if they are worried & how to attract their attention, ways that pupils can help these people to look after them.	To recognise what they like & dislike, how to make real, informed choices that improve their physical & emotional health. To recognise that choices can have good and not so consequences.
	To listen to other people & play & work cooperatively (including strategies to resolve simple arguments through negotiation).	To recognise that household products, including medicines can be harmful if not used properly.		To recognise how their behaviour affects other people.	To recognise that they share a responsibility for keeping themselves & others safe. When to say 'Yes,' 'No,' 'I'll ask,' & 'I'll tell.'	
	To share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class.			To offer constructive support & feedback to others.	To know that they must tell an adult immediately if anyone tries to contact them via the internet who they do not know.	

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PSHE Progression						
Year Group: 2	Cycle 1 and 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships & Health		Living in the wider world		Healthy Me	
	Relationships	Health	Economics	Citizenship	Risk	Identity
	To understand that there are different types of teasing & bullying, that these are wrong & unacceptable.	To understand the importance of health & how to maintain personal hygiene.	To recognise that money comes from different sources & can be used for different purposes, including the concepts of spending & saving.	To contribute to the life of the classroom.	To understand rules for & ways of keeping physically & emotionally safe (including safety online, the responsible use of ICT. The difference between secrets & surprises & understanding not to keep adult secrets, only surprises).	To understand the process of growing from young to old & how people's needs change.
	To know how to resist teasing & bullying, if they experience or witness it, whom to go to & how to get help.	To know how some diseases are spread & can be controlled & the responsibilities they have for their own health & that of others.	To understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money & what influences those choices.	To understand that people & other living things have needs & that they have responsibilities to meet them (-including being able to take turns, share & understand the need to return things that have been borrowed).	To consider good & not so good feelings., a vocabulary to describe their feelings to others & simple strategies for managing feelings.	To understand about growing & changing & new opportunities & responsibilities that increasing independence may bring.
	To judge what kind of physical contact is acceptable, comfortable & uncomfortable & how to respond (including who to tell & how to tell them).	To understand the safe use of medicines & about the people who look after them.		To understand that they belong to various groups & communities eg. family & school.	To recognise that they share a responsibility for keeping themselves & others safe. When to say 'Yes,' 'No,' 'I'll ask,' & 'I'll tell.'	To understand about the change & loss & the associated feelings (including moving home, loosing toys, pets or friends).

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	To recognise that people's bodies & feelings can be hurt (including what makes them feel comfortable & uncomfortable).			To offer constructive support & feedback to others.		To learn the names of the main parts of the body (including external genitalia) the similarities & differences between boys & girls. 'Pantasaurus' book to be used.
	To understand how to communicate their feelings to others, to recognise how others show feelings & how to respond.					

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PSHE Progression						
Year Group: 3	Cycle 1 and 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships & Health		Living in the wider world		Healthy Me	
	Relationships	Health	Economics	Citizenship	Risk	Identity
	To work collaboratively together towards shared goals.	To understand which, why & how, commonly available substances & drugs could damage their immediate & future health & safety, & that some are legal.	To learn about the role money plays in their own & other lives.	To understand that there are different kinds of responsibilities, rights & duties at home, at school, in the community & towards the environment.	To understand strategies for keeping physically & emotionally safe including safety in the environment, safe places to play & personal safety. Road and safety training.	To reflect on & celebrate their achievements & understand their own uniqueness & what makes them happy.
	To be aware of different types of relationship, including those between friends & families.	To understand that bacteria & viruses can affect health, & that following simple routines can reduce their spread	To learn about enterprise & the skills that can make someone 'enterprising.'	To realise the consequences of antisocial and aggressive behaviours on individuals & communities (school community).	To understand about people who are responsible for helping them stay healthy & safe & ways that they can help these people.	To understand about change, including transitions (between Key Stages & schools).
	To develop strategies to resolve disputes & conflict through negotiation & appropriate compromise. To give rich & constructive feedback & support to benefit others as well as themselves.	To recognise opportunities to make choices about food & the benefits of eating a balanced diet.		To research, discuss & debate topical issues, problems & events concerning health & wellbeing & offer their recommendations to the appropriate people.	To understand that pressure to behave in a risky way can come from a variety of sources, including people that they know.	
	To understand that their actions affect themselves & others.					

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PSHE Progression						
Year Group: 4	Cycle 1 and 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships & Health		Living in the wider world		Healthy Me	
	Relationships	Health	Economics	Citizenship	Risk	Identity
	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns. To recognise & care for other people's feelings & try to see, respect and if necessary constructively challenge their point of view.	To understand which, why & how commonly available substances & drugs (including alcohol & tobacco) could damage their immediate & future health & safety.	To learn about the role money plays in their own & other's lives, including how to manage their money.	To think about the lives of people living in other places, & people with different values & customs.	To understand strategies for keeping physically & emotionally safe including road safety.	To reflect on & celebrate their achievements, to identify their strengths, areas for improvement, set high aspirations and goals.
	To understand the concept of keeping something confidential or a secret. When we should and should not agree to this & when it is right to 'break a confidence' or 'share a secret.'	To understand what positively & negatively affects their physical, mental & emotional health (including the media).	To learn about enterprise & the skills that make someone 'enterprising.'	To appreciate the range of national, regional, religious & ethnic identities in the United Kingdom.	To differentiate between the term 'risk', 'danger' & 'hazard.'	To deepen their understanding of good & not so good feelings, to extend their vocabulary to enable them to explain both the range & intensity of their feelings to others.
	To understand that differences & similarities between people arise from a number of factors including family, cultural, ethnic, racial & religious diversity. (See 'protected characteristics in the Equality Act 2010.')	To begin to understand the concept of a 'balanced lifestyle.'		To research, discuss & debate topical issues, problem & events concerning health & wellbeing & their recommendations to appropriate people.	To deepen understanding of risk by recognising, predicting & assessing risks in different situations. To decide how to manage them responsibly (including sensible road use & skills in their local environments & how to use this as an	To recognise they may experience conflicting emotions & when they might need to listen to their emotions or overcome them.

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					opportunity to build resilience.	
					To recognise & manage 'dares.'	To understand about change, including transitions (between Key Stages & schools), loss, separation, divorce & bereavement.
					To understand about people who are responsible for helping them stay healthy & safe & ways that they can help these people.	

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Year Group: 5	Cycle 1 and 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships & Health		Living in the wider world		Healthy Me	
	Relationships	Health	Economics	Citizenship	Risk	Identity
	To be aware of different types of relationship including those between friends & families, civil partnerships & marriage. To recognise & respond appropriately to a wider range of feelings in others.	To understand which, why & how commonly available substances and drugs could damage their immediate and future health and safety. To be aware that some are restricted & some are illegal to own, use & supply to others.	To understand that resources can be allocated in different ways & that economic choices affect individuals, Communities and the sustainability of the environment.	To understand why & how rules & laws that protect themselves & others are made & enforced, why different rules are needed in different situations.	To understand strategies for keeping physically and emotionally safe including safety in the environment & safety on-line (including the responsible use of ICT and mobile phones).	To understand how to make informed choices (including recognising that choices can have a positive, neutral & negative consequences). Begin to understand the concept of a 'balanced lifestyle.'
	To recognise what constitutes a positive & healthy relationship & to develop & maintain the skills necessary.	To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know & are in the media.	To recognise that there are different kinds of responsibility towards the environment.	To understand how to take part in making & changing rules.	To understand about people who are responsible for helping them stay healthy & safe & ways that they can get help.	To recognise opportunities to make their own choices about food, what might influence their choices & the benefit of eating a balanced diet.
	To understand that differences & similarities between people arise from a number of factors including family, cultural, age, sex, gender identity, sexual orientation & disability. (See 'protected characteristics in the Equality Act 2010.')	To recognise their increasing independence brings increased responsibility to keep themselves & others safe.	To recognise that the role of voluntary, community & pressure groups.	To research, discuss & debate topical issues, problem & events concerning health & wellbeing & their recommendations to appropriate people.	To recognise & manage 'dares.'	To recognise how images in the media do not always reflect reality & can affect how people perceive themselves.

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			To learn about enterprise & the skills that make someone 'enterprising.'	To realise the consequences of anti-social and aggressive behaviours, such as bullying & discrimination on individuals & communities.	To recognise when & how to ask for help & use basic techniques for resisting pressure to do something dangerous, unhealthy, & that makes them feel uncomfortable, anxious or that they believe to be wrong.	To understand that differences & similarities between people arise from a number of factors including family, cultural, age, sex, gender identity, sexual orientation & disability. (See 'protected characteristics in the Equality Act 2010.')
						To understand how their body will change as they approach and move through puberty. To understand about human reproduction including conception (& that it can be prevented.)

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PSHE Progression						
Year Group: 6	Cycle 1 and 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships & Health		Living in the wider world		Healthy Me	
	Relationships	Health	Economics	Citizenship	Risk	Identity
	To realise the nature & consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-base language, how to respond & ask for help).	To recognise & challenge stereotypes.	To learn about the role money plays in their own & other's lives, including how to manage their money& about being a critical customer.	To explore & critique how the media present information.	To understand strategies for keeping physically and emotionally safe including safety in the environment & safety on-line (including the responsible use of ICT, mobile phones & social media).	To understand how their body will change as they approach and move through puberty.
	E-Safety To realise the nature & consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-base language, how to respond & ask for help).	To understand that resources can be allocated in different ways & that these economic choices affect individuals, communities & the sustainability of the environment.	To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax.' (e.g. their contribution to society through the payment of VAT).	To recognise the role of voluntary, community & pressure groups, especially in relation to health & wellbeing.	To understand the importance of protecting personal information, including passwords, addresses & images.	To recognise how images in the media do not always reflect reality & can affect how people feel.
	To understand that differences & similarities between people arise from a number of factors including family, cultural, age, sex, gender identity, sexual orientation & disability. (See 'protected	To understand what is meant by the term 'habit' & why habits can be hard to challenge.	To learn about enterprise & the skills that make someone 'enterprising.'	To research, discuss & debate topical issues, problem & events concerning health & wellbeing & their recommendations to appropriate people.	NSPCC To recognise when & how to ask for help & use basic techniques for resisting pressure to do something dangerous, unhealthy, & that makes them feel uncomfortable, anxious	To understand about human reproduction including conception (& that it can be prevented.)

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	characteristics in the Equality Act 2010.')				or that they believe to be wrong.	
	To resolve differences by looking at alternatives, seeing & respecting others' points of view making decisions and explaining choices.		To understand that resources can be allocated in different ways & that economic choices affect individuals, Communities and the sustainability of the environment.		To understand school rules about health & safety, basic emergency aid procedures & where to get help.	To understand how to make informed choices (including recognising that choices can have a positive, neutral & negative consequences). Begin to understand the concept of a 'balanced lifestyle.'
	To recognise & manage 'dares' & challenge stereotypes.					

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