

Progression in PSHE

	EYFS	Y1 and Y2	Y3 and Y4	Y5 and Y6
Keeping/Staying Safe	<p>Road Safety</p> <ul style="list-style-type: none"> • begin to understand why it is important to stay safe when crossing the road • begin to recognise a range of safe places to cross the road • begin to understand the differences between safe and risky choices • begin to know different ways to help us stay safe <p>ELG link: PSED – Managing self Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>	<p>Road Safety</p> <ul style="list-style-type: none"> • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe <p>Tying Shoelaces</p> <ul style="list-style-type: none"> • Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices 	<p>Staying Safe</p> <ul style="list-style-type: none"> • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices <p>Leaning out of windows</p> <ul style="list-style-type: none"> • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices <p>Cycle safety</p>	<p>Peer Pressure</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident <p>Water Safety</p> <ul style="list-style-type: none"> • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident

			<ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe 	
Keeping/Staying Healthy	<p>Washing hands</p> <ul style="list-style-type: none"> • understand why we need to wash our hands • begin to know how germs are spread and how they can affect our health • be able to practise washing your hands • begin to know the differences between healthy and unhealthy choices <p>PSED – Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Washing hands</p> <ul style="list-style-type: none"> • revisit why we need to wash our hands • know how germs are spread and how they can affect our health • revisit best methods for washing your hands • know the differences between healthy and unhealthy choices <p>Healthy Eating</p> <ul style="list-style-type: none"> • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others 	<p>Medicine</p> <ul style="list-style-type: none"> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices <p>Healthy Living</p> <ul style="list-style-type: none"> • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated 	<p>Smoking</p> <ul style="list-style-type: none"> • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke <p>Alcohol and Drugs</p>

	<p>Healthy Eating:</p> <ul style="list-style-type: none"> • begin to know that food is needed for our bodies to be healthy and to grow • begin to understand that some foods are better for good health than others • begin to list different types of healthy food • begin to understand how to keep yourself and others healthy • start to know the differences between healthy and unhealthy choices <p>PSED – Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>UTW – People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries,</p>	<ul style="list-style-type: none"> • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices <p>Brushing Teeth</p> <ul style="list-style-type: none"> • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy 	<p>fat in our food and drink can affect us now and when we are older</p> <ul style="list-style-type: none"> • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle 	<ul style="list-style-type: none"> • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe <p>Drug extension:</p> <ul style="list-style-type: none"> • understand the difference between ‘legal’ and ‘illegal’ drugs • carry out research around cannabis • identify the risks associated with using cannabis
--	---	---	---	---

	<p>drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Sun Safety</p> <ul style="list-style-type: none"> Understand ways to stay safe and cool in the hot weather <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>			
<p>Relationships in Y1-3</p> <p>Growing and Changing in Y4-6</p>	<p>Friendship</p> <ul style="list-style-type: none"> begin to understand how to be a good friend start to recognise kind and thoughtful behaviours begin to understand the importance of caring about other people's feelings start to see a situation from another person's point of view <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>	<p>Friendship</p> <ul style="list-style-type: none"> understand how to be a good friend be able to recognise kind and thoughtful behaviours understand the importance of caring about other people's feelings be able to see a situation from another person's point of view <p>Bullying</p> <ul style="list-style-type: none"> be able to name a range of feelings understand why we should care about other people's feelings 	<p>Touch</p> <ul style="list-style-type: none"> understand the difference between appropriate and inappropriate touch know why it is important to care about other people's feelings understand personal boundaries know who and how to ask for help be able to name human body parts <p>Appropriate Touch and Relationships</p> <ul style="list-style-type: none"> identify the different types of relationships we 	<p>Appropriate Touch and Relationships</p> <ul style="list-style-type: none"> identify the different types of relationships we can have and describe how these can change as we grow explain how our families support us and how we can support our families identify how relationships can be healthy or unhealthy explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

	<p>ELG – PSED – Building relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;</p> <p>Sharing and Jealousy</p> <ul style="list-style-type: none"> • Start to learn some skills for coping with unpleasant/uncomfortable emotions • Begin to understand why we should care about other people’s feelings. <p>ELG Link – PSED – Self Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>ELG – PSED – Building relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;</p>	<ul style="list-style-type: none"> • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours <p>Body language</p> <ul style="list-style-type: none"> • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person’s point of view • understand why it is important to care about other people’s feelings 	<p>can have and describe how these can change as we grow</p> <ul style="list-style-type: none"> • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable 	
Being Responsible		Water Spillage	Stealing	Looking out for others

		<ul style="list-style-type: none"> • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible <p>Practice makes perfect</p> <ul style="list-style-type: none"> • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them <p>Helping someone in need</p> <ul style="list-style-type: none"> • know how you can help other people 	<ul style="list-style-type: none"> • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible <p>Coming home on time</p> <ul style="list-style-type: none"> • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible 	<ul style="list-style-type: none"> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way <p>Stealing</p> <ul style="list-style-type: none"> • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way
--	--	---	--	---

		<ul style="list-style-type: none"> • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible 		
Feelings and Emotions	<p>Worry</p> <ul style="list-style-type: none"> • start to recognise and name emotions and their physical effects • begin to know the difference between pleasant and unpleasant emotions • learn some ways of coping with unpleasant/uncomfortable emotions • start understand that feelings can be communicated with and without words <p>ELG Link – PSED: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>ELG Link – PSED: Managing Self</p>	<p>Jealousy</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words <p>Worry</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions 	<p>Grief/Loss</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words <p>Jealousy</p> <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • 	<p>Anger</p> <ul style="list-style-type: none"> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger

	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>	<ul style="list-style-type: none"> • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words <p>Anger</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	<p>describe how we can support others who feel lonely, jealous, or upset</p> <ul style="list-style-type: none"> • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy 	<p>Worry</p> <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
Computer Safety	<p>Screen time</p> <ul style="list-style-type: none"> • understand how too much screen time can be unhealthy • Begin to find ways of moving away from screen time and choosing something healthier to do. • 	<p>Online bullying</p> <ul style="list-style-type: none"> • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help 	<p>Making friends online</p> <p>be able to identify possible dangers and consequences of talking to strangers online</p> <ul style="list-style-type: none"> • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology 	<p>Image Sharing</p> <ul style="list-style-type: none"> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online

	<p>ELG Link – PSED: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>	<ul style="list-style-type: none"> • be able to recognise kind and unkind comments <p>Image Sharing</p> <ul style="list-style-type: none"> • Understand how your online actions can affect others • Be able to name the positive and negative ways you can use technology • Know the risks of sharing images without permission • Understand the types of images that you should and should not post online 	<ul style="list-style-type: none"> • understand the difference between safe and risky choices online <p>Online Bullying</p> <ul style="list-style-type: none"> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help 	<ul style="list-style-type: none"> • recognise possible influences and pressures to share images online <p>Making Friends Online</p> <ul style="list-style-type: none"> • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online
Our World		<p>Growing in our world</p> <ul style="list-style-type: none"> • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique <p>Living in our world</p>	<p>Looking after our world</p> <ul style="list-style-type: none"> • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint 	<p>Enterprise</p> <ul style="list-style-type: none"> • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise <p>In App Purchases</p>

		<ul style="list-style-type: none"> • understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean <p>Working in our world</p> <ul style="list-style-type: none"> • understand different ways we can receive money • know how to keep money safe • 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 	<p>Chores at home</p> <ul style="list-style-type: none"> • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles 	<ul style="list-style-type: none"> • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
A World Without Judgement	<p>Accepting others</p> <ul style="list-style-type: none"> • I understand why others might play differently to us 		<p>Breaking down barriers</p> <ul style="list-style-type: none"> • recognise positive attributes in others • explain why being different is okay 	<p>Inclusion and Acceptance</p> <ul style="list-style-type: none"> • identify some of the ways in which we are different and unique

	<ul style="list-style-type: none"> I know that it is ok to be different <p>ELG link – PSED – Building Relationships: Show sensitivity to their own and to others’ needs</p>		<ul style="list-style-type: none"> recognise your own strengths and goals, and understand that these may be different from those around you identify some of the ways we can overcome barriers and promote equality 	<ul style="list-style-type: none"> explain some of the elements which help us to have a diverse community describe strategies to overcome barriers and promote diversity and inclusion <p>British Values</p> <ul style="list-style-type: none"> understand that there are a wide range of religions and beliefs in the UK explain each of the British values create a range of values for your educational setting explain how all religions can live in cohesion
--	--	--	---	--