



PSHE and SRE

Progression of Knowledge and Skills

EYFS-Year 6



Me and My Relationships (Autumn 1)

Please note that the structure of this progression document is organised by theme, rather than by year group. This is because our 2 year rolling programme for PSHE and SRE is designed so that all children work on the same overarching title each term.

	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>2. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>3. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>4. That families are important for children growing up because they can give love, security and stability.</p> <p>5. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>6. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>7. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>8. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>9. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>10. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>11. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p>Personal, Social and Emotional Development Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p>ELG</p> <ul style="list-style-type: none"> 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 to wait for what they want and control their immediate impulses when appropriate. 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 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. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Understanding the World Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> Name a variety of different feelings and explain how these might make me behave. Think of some different ways of dealing with 'not so good' feelings. Give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this. Explain what we mean by 'behaviour'. Describe or demonstrate behaviour that can be helpful/unhelpful, kind/unkind. Identify special people in my life. Describe what makes them special. Discuss and describe ways to care for special people. Suggest some ways I can help special people to care for them. Know when I need help and who to go to for help. Know a range of classroom rules and explain why we have them. Reflect on the impact of kind/unkind actions. Describe occasions when their feelings have been hurt and how this felt at the time. Recognise that both bodies and feelings can be hurt. Identify people I can go to if I am feeling uncomfortable or hurt - physically or emotionally. Explain how I can let these people know I am feeling uncomfortable or hurt. Suggest ways I can make myself and others feel better. Explain what a secret is and what it means to keep a secret and identify when it is appropriate/ inappropriate to keep them. Explain why things sometimes seem unfair, even if they are not. Describe what fair and unfair means to them. Give examples of kindness and unkindness in both actions and words. Explain what is meant by right and wrong (in terms of my own behaviour) Describe acts of kindness I have performed or seen and the impact it has had on myself and others Describe or demonstrate how to listen to other people Describe or demonstrate the signs that show we are being listened to Give reasons for listening to others Describe what it feels like to be listened to/not listened to. Suggest things we can do to help get on with other people in class and on the playground. Explain in simple terms what it means to be unkind, to tease and what it means to bully. Recognise the difference between teasing and bullying. 	<ul style="list-style-type: none"> Know ways that I can get help, if I am being bullied and what I can do if someone teases me. Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. Describe some classroom rules we have made together. Give ideas about what makes a good friend and describe how I try to be a good friend. Express my feelings in a safe, controlled way. About different kinds of change that have occurred since starting school. About the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative). How I can help myself and others manage sad feelings. 	<ul style="list-style-type: none"> Name different feelings I have experienced; some which are good and some which are not so good. Identify whereabouts in the body I have these feelings. Recognise these feelings in others. Describe situations that can cause good or not so good feelings. Share, demonstrate and practise strategies to help manage not so good feelings. Identify things that I can do to help others manage not so good feelings. Accept the views of others and understand that we don't always agree with each other. Recognise ways of helping others to resolve arguments or disputes. Give ideas about how to be a good friend how to make up with a friend if we've fallen out. Recognise my worth by identifying positive things about myself. Reflect on my achievements Identify mistakes, make amends and set personal goals. Describe what I admire in other people. Describe steps I can take to improve. Describe aspirations for the end of term/school year and be able to describe how I will know if I have achieved them? 	<ul style="list-style-type: none"> Describe how I can tell a person is feeling worried just by their body language. Describe how it feels to be overwhelmed with not so good feelings. Describe some ways of dealing with the feelings that arise from experiencing change. Identify times I feel able to show feelings and times when I may wish to hide them. Identify when feelings can overwhelm and what I can do to manage them. Demonstrate what I can do to help my friends when they have not so good feelings. Explain the difference between teasing and bullying. Describe what to do if someone was upsetting me or if I was being bullied. Give an example of how to say 'no' to someone, without being aggressive (mean or unkind). Explain what being 'assertive' means and give a few examples of ways of being assertive. Describe what I am proud of and what I can improve on. Identify personal strengths that will help them achieve my goals. Identify what personal actions I can take to improve. Describe how others can help me to achieve my goals. Explain aspirations for the end of term/school year. 	<ul style="list-style-type: none"> Give examples of our emotional needs and explain why they are important. Demonstrate a rich vocabulary for expressing the range and intensity of feelings. Describe how feelings influence behaviour and thoughts. Recognise that sometimes we have conflicting thoughts and emotions. Explain how feelings may change over time. Identify or demonstrate strategies that I use to manage feelings and emotions. Give examples of how to be a good friend and explain why these qualities are important. Give examples of these qualities in action and the difference they make. Describe change and loss and identify ways that grief and loss may be expressed. Describe how to support and comfort someone who is sad or bereaved. Identify the importance of sharing memories. Give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. Explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses). Identify my achievements so far, in and out of school Identify my strengths and areas for development Explain steps I can take to achieve goals. Explain or demonstrate positive ways to face new challenges. Identify my aspirations for end of term/end of year. 	<ul style="list-style-type: none"> Identify situations where I may experience strong, challenging or conflicting emotions. Identify or demonstrate ways to manage strong, challenging or conflicting emotions. Use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions. Recognise that conflicting emotions need to be listened to carefully. Describe how feelings may be influenced by life changes. Explain how changing relationships can cause strong emotions. Identify my personal goals. Describe or demonstrate ways I can support others to recognise their own worth. Identify ways to face new challenges. Describe aspirations for secondary school. Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Know the difference between an active and passive bystander and give examples of how these two different behaviours have an impact on a situation where someone is being bullied. Explain what is meant by compromise. Give examples of negotiation and compromise. Explain how to help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills. Explain what appropriate touch is and give examples. Explain what inappropriate touch is and give example. Know types of touch that are against the law and suggest ways of getting help if someone experiences inappropriate or illegal touch. Identify a range of changes in people's lives that can cause feelings of grief and loss. Explain the process of grieving and how grief is expressed. Identify how others may be supported. Describe or demonstrate strategies that can help them manage feelings of loss.



Valuing Difference (Autumn 2)

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	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>4. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>5. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>6. The conventions of courtesy and manners.</p> <p>7. The importance of self-respect and how this links to their own happiness</p> <p>8. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>10. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>11. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>Personal, Social and Emotional Development Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p>ELG</p> <ul style="list-style-type: none"> 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 to wait for what they want and control their immediate impulses when appropriate. 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 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. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Understanding the World Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. <p>ELG</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> Describe ways in which people are similar as well as different. Take turns when giving opinions and views. Discuss things that matter to me. Listen attentively to the opinions and views of others. Explain what is meant by difference and similarity/being different and being similar. Describe basic differences and similarities between class members (physical appearance, family). Discuss how everyone is equal but different. 	<ul style="list-style-type: none"> Explain how I could help myself if I was being left out. Recognise if someone else is being left out, and I can say some ways I could help them. Give examples of good listening skills and explain why listening skills help us to understand a different point of view. Describe what fair and unfair means in the context of decisions I/others have made. Describe acts of kindness I have performed or seen. Describe the impact of kind/unkind actions. Give examples of what is right and wrong (in the context of situations they have seen). Explain that we have choices when we make decisions, based on what we think is right or wrong. Take part in a simple debate about topical issues. Share opinions and views with a partner. Give reasons for my opinions and views. Listen attentively to the opinions and views of a partner. Contribute ideas to class discussions. 	<ul style="list-style-type: none"> Give examples of different types of families. Give examples of different community groups and what is good about having different groups. Explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc.). Explain ways that prejudice can be safely challenged. Understand what tolerance and respect mean and how they can help everyone. Give examples where respect and tolerance have helped to make our classroom a happier, safer place. 	<ul style="list-style-type: none"> Describe ways that people are different besides how they look, including religious or cultural differences. Recognise that people are labelled (stereotyped) and that these labels are often wrong. Explain why it's important to challenge stereotypes that might be applied to me or others. Explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for us to challenge this. Identify kinds of teasing, hurtful and bullying behaviour. Describe what this behaviour looks like in offline life and on digital media Evaluate the impact on the target, perpetrator, family and others Explain why, where and how to get advice and help if I am/know someone who feels they are being bullied Describe the different kinds of discrimination that exist and the use of name calling or discriminatory language. Explain my responsibility to do something if I think someone feels they are being bullied. Identify what I should say, do or whom I should tell if I witness discrimination/bullying/hurtful behaviour/name calling. 	<ul style="list-style-type: none"> Give examples of how having different groups of people is something to celebrate. Give examples of different faiths and cultures and positive things about having these differences. Describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.) Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. 	<ul style="list-style-type: none"> Give examples of prejudice-based bullying. Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Describe how empathy can help people to be more tolerant and understanding of those who are different from them. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. Give some different examples of what bystanders might do and how their behaviour affects a bullying situation. Give examples of when it might be safe or unsafe to be an active bystander.



Keeping Myself Safe and Healthy (Spring 1)

Please note that the structure of this progression document is organised by theme, rather than by year groups. This is because our 2 year rolling programme for PSHE is designed so that all children work on the same overarching title each term.

Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>2. That for most people the internet is an integral part of life and has many benefits.</p> <p>3. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>4. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>5. Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>6. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>7. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>8. The risks associated with an inactive lifestyle (including obesity).</p> <p>9. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>10. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>11. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>12. Where to get advice e.g. family, school and/or other sources.</p> <p>13. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>14. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>15. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>16. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>17. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>18. How information and data is shared and used online</p> <p>19. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>Personal, Social and Emotional Development Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p style="text-align: center;">ELG</p> <ul style="list-style-type: none"> 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 to wait for what they want and control their immediate impulses when appropriate. 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 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. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Physical Development Reception</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<ul style="list-style-type: none"> Describe different feelings that I have and how my body behaves when I have them. Understand what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). Give examples of how I keep myself healthy. To know about basic personal hygiene routines. the importance of taking care of personal hygiene. To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. Explain when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.) To understand that household products, including medicines, can be harmful if not used properly. Know ways to keep physically and emotionally safe; learn about shared responsibility for keeping themselves and others safe. 	<ul style="list-style-type: none"> Identify the people who look after me/ help me and how they care for me. Explain what I can do if I am worried and who I can go to. Demonstrate ways I can attract the attention of people who care for me if I am worried. Describe how I can help and support those who care for me. Give examples of safe and unsafe secrets and identify safe people who can help if something feels wrong. Give examples of touches I like and those I don't like. Give examples of touches that are ok or not ok (even if they haven't happened to me) and identify a safe person to tell if I felt 'not OK' about something. Explain what medicines are for. Explain that they can be helpful or harmful, and give examples of how they can be used safely. Recognise the importance of keeping safe in different situations: different rules for keeping safe (road, environment, online, in unfamiliar situations). 	<ul style="list-style-type: none"> Identify school rules about health and safety. Explain what an emergency is and give examples. Describe what could happen if health and safety rules are not followed. Explain where and how to get help if I feel a situation is unsafe. Demonstrate how to ask for help. Identify people they can ask for help for themselves or others. Explain the importance of continuing to ask for help until people listen. Demonstrate ways to resist pressure. Give examples of situations when I might be put under pressure to do something I am not happy about. Recognise that pressure to do something I am unsure about can come from others Recognise that pressure to do something I am unsure about can come from myself and/or the need for approval. Describe what it means to make an informed choice and give examples of the kinds of choices we have to make in daily lives. Identify steps that support making an informed choice. Describe choices that have positive consequences on their health Describe what food they think should be eaten regularly to maintain good health and identify other ways of maintaining good health. Explain what 'consent' means. Identify that if they are persuaded or threatened into agreeing to do something they don't want to do, then they have not given their consent - even if they say yes to keep other people happy. Give examples of risky situations and explain how to make a situation less risky or not risky at all. Identify safe places, risky places and dangerous places Explain what things make a place safe or less safe. Understand why we need different rules in different places. Make choices about what to do based on predictions of the likely consequences. Explain that risk, danger and hazard are part of life. Describe consequences of my actions when managing potential risky situations. Explain what germs (bacteria and viruses) are and that they sometimes cause illnesses. Describe how people feel when they are unwell and what we can do to help them feel better. Describe simple routines that reduce their spread. Understand the risks of cigarettes and alcohol. Understand why medicines can be helpful or harmful. Explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks. Understand about keeping personal details safe online and why this is important. Explain why information online might not always be true. 	<ul style="list-style-type: none"> Give examples of risky situations and what can make them less risky. Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities) Understand that people have choices about whether they take risks. Recognise the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Understand the term 'influence' and be aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions. Give examples of positive and negative influences, including things that could influence me when I am making decisions. Describe the benefits of a balanced diet on health and wellbeing. Identify foods that we eat to make us feel good and do our bodies good. Identify foods that we eat that make us feel not so good and why treats are fine in moderation. Describe who or what influences their choices about food. Explain in what ways people might be influenced in their choices about food. Explain how bacteria and viruses affect humans. Describe ways to reduce the spread of bacteria and viruses. Demonstrate choices that help to maintain health and wellbeing. Describe personal care routines. Describe the shared responsibility for maintaining a clean environment? Explain what keeping safe means in the physical world and in the online world. Explain how I am becoming more responsible for my own safety in the physical world and online world. Describe or demonstrate strategies I use to help me keep safe in both worlds Explain or demonstrate how to manage my own safety in different situations Describe steps to take to manage emotions when feeling unsafe Identify or demonstrate strategies to use at both home and school to ensure online safety. 	<ul style="list-style-type: none"> Identify role models of healthy lifestyles and describe what makes them healthy. Describe positive and negative effects on my health and wellbeing. Describe the benefits of a healthy lifestyle. Identify the everyday choices I make about my health and wellbeing. Explain how to take care of my body and mind. Identify how the media portrays healthy, fit, successful people. Explain whether the media's portrayal of people is realistic and how it might affect us. Give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky. Give examples of things that might influence a person to take risks online and understand that I have a choice. Describe or demonstrate steps to take to protect personal information online. Describe protocols for using social media safely. Explain how to protect personal information in school and at home. Identify or demonstrate language, strategies and skills needed to deal with challenging situations and to recognise when to get support. Describe the impact of misuse of personal information. Explain school rules for health and safety. Explain what an emergency is. Identify or demonstrate steps in how to summon the emergency services and give accurate answers to information that may be requested. Identify potential sources of help. Demonstrate strategies to use for keeping calm. Identify commonly available substances and drugs. Describe legal substances and drugs used in everyday life. Give reasons for taking legal substances and drugs. Describe some of the risks associated with use both now and in the future. Explain or demonstrate how to manage risks in different familiar situations including managing pressure from others assertively. Identify some illegal substances and drugs and talk about potential risks. 	<ul style="list-style-type: none"> Analyse the positive and negative influences on choices related to health. Identify choices that I can make about my health that I couldn't have made before. Recognise that responsibility for my choices lies with me. Identify positive role models of healthy lifestyles in the media and explain why they think they are positive. Describe the influence of media advertising/celebrity culture on health and lifestyle choices. Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing. Describe the long term consequences of informed choices on their body and mind. Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. Give an example of how I have been able to get one (or more) of my emotional needs met. Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. Explain the rules for keeping safe in a wide variety of situations. Give reasons for having certain rules and procedures in place. Identify rules and procedures for keeping safe online and explain why they are important. Describe protocols for using social media and explain why these are necessary. Identify occasions when it is especially important to protect personal information. Describe potential outcomes of misuse of personal information. Explain or demonstrate how to protect personal information online and report anything that makes me feel worried or uncomfortable. Explain how I will protect my personal information at secondary school. Explain my responsibility to never ask for personal information or images from others. Explain my responsibility to protect other people's information or images if I receive them. Explain what to do and who to speak to if I receive images or communication online that makes me worried or upset. Understand which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage my immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. Identify reliable, trustworthy sources of information about substances. Describe the wider impact of misuse on families and communities. Identify how choices can create and maintain a habit. Explain how a habit is sometimes the reason why people smoke, drink alcohol, take drugs to excess. Give reasons why habits can be hard to change. Explain how habits help us to maintain healthy lifestyles. Explain that whilst difficult, habits can be changed or stopped. Recognise when we may need help to 'break a habit'.



Rights and Responsibilities (Spring 2)

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	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>2. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>3. Where and how to report concerns and get support with issues online.</p> <p>4. That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>7. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>8. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Personal, Social and Emotional Development <i>Reception</i></p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p>ELG</p> <ul style="list-style-type: none"> 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 to wait for what they want and control their immediate impulses when appropriate. 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 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. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Physical Development <i>Reception</i></p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<ul style="list-style-type: none"> Give examples of how I look after myself and my environment - at school or at home. Describe some ways that we look after money. 	<ul style="list-style-type: none"> Give examples of things that help me to be settled and calm in the classroom. Give examples of when I've used some of these ideas to help me when I am not settled. To know about growing, changing and becoming more independent. To know about the opportunities and responsibilities that independence brings. 	<ul style="list-style-type: none"> Give an example of a fact and of an opinion. Describe ways of checking whether something is a fact or just an opinion. Explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked. Explain how as I get older I start to take more responsibility for keeping myself safe and give an example of this. Understand how to help the people who help me, and give examples. 	<ul style="list-style-type: none"> Understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and give an example of one of these. Explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. Explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all). Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things. Explain how money is a limited resource and we have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to me. 	<ul style="list-style-type: none"> Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. Explain some of the wider rights and responsibilities that we have, such as to the community or the environment. Give examples of things that I am responsible for to keep myself healthy. Explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers. Explain that local councils spend money on services where I live and give examples of one of these services. Understand that local councils have to make decisions about how money is spent on things we need in the community. Describe ways I have become more independent as I am growing up. Identify the responsibilities I now have. Describe my responsibilities, rights and duties at home, school and in the community Explain how responsibilities and rights can sometimes be in conflict. Identify occasions where I am responsible for the safety of others. 	<ul style="list-style-type: none"> Explain how people's social media profiles often give a biased view of them. Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. Give examples of some of the ways a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use. Give examples of things that have an impact on the environment and explain how groups of people in the community help to do this. Explain that what 'environmentally sustainable' living means and give examples of how we can live in a more 'sustainable' way. Give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. Describe different ways of saving money and understand the advantages and disadvantages of different ways of saving money.



Being My Best (Summer 1)

Please note that the structure of this progression document is organised by theme, rather than by year groups. This is because our 2 year rolling programme for PSHE is designed so that all children work on the same overarching title each term.

	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. The principles of planning and preparing a range of healthy meals.</p> <p>3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>4. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>5. How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>6. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>7. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>8. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>9. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>10. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>11. The facts and science relating to allergies, immunisation and vaccination.</p> <p>12. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>	<p>Personal, Social and Emotional Development Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p>ELG</p> <ul style="list-style-type: none"> 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 to wait for what they want and control their immediate impulses when appropriate. 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 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. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Physical Development Reception</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<ul style="list-style-type: none"> Recognise what I can do if I find something difficult. To think about myself, to learn from my experiences, to recognise and celebrate my strengths and set simple but challenging goals. Know why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. 	<ul style="list-style-type: none"> Describe things that I can do to help keep me healthy. Name different parts of my body that are <i>inside</i> me and help to turn food into energy. Know what I need to get energy. Explain how setting a goal will help me to achieve what I want to be able to do. To know ways I can improve and learn from my experiences. Recognise and celebrate what I am good at set challenging goals. 	<ul style="list-style-type: none"> Explain what 'responsibility' means and give examples of things that relating to my health that I can take responsibility for. Recognise a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. Describe aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these. Recognise my worth by identifying positive things about myself. Reflect on my achievements Identify mistakes, make amends and set personal goals. Describe what I admire in other people. Describe steps I can take to improve. Describe aspirations for the end of term/school year and be able to describe how I will know if I have achieved them? 	<ul style="list-style-type: none"> Give examples of different things that I do already that help to me keep healthy. Explain the benefits of looking after myself both now and in the future. Give examples of some of the things that I do already to help look after my environment. Explain the benefits of looking after my environment both now and in the future, and for future generations. 	<ul style="list-style-type: none"> Give an example of when I have had increased independence and how that has also helped me to show responsibility. Explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality). Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. 	<ul style="list-style-type: none"> Describe how I can overcome problems and challenges on the way to achieving my goals. Give examples of ways that I've overcome challenges and barriers to achieving my goals. Understand that risks can be physical or emotional. Give examples of an emotional risk and a physical risk. Describe the things I (and others) can do to reduce or remove risk in different situations.



Growing and Changing (Summer 2)

Please note that the structure of this progression document is organised by theme, rather than by year groups. This is because our 2 year rolling programme for PSHE is designed so that all children work on the same overarching title each term.

	Year Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>2. About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>3. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p>Personal, Social and Emotional Development Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. <p>ELG</p> <ul style="list-style-type: none"> 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 to wait for what they want and control their immediate impulses when appropriate. 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 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. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Physical Development Reception</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<ul style="list-style-type: none"> Identify an adult I can talk to at both home and school if I need help. To learn about the process of growing from young to old and how people's needs change. About change and loss e.g. starting school, a new baby brother/sister, moving to a new class. About the feelings associated with change or loss. Describe things I can do now that I couldn't do when I was a baby and a toddler. Describe things that I can do now that I couldn't do last year and some things that I am still learning to do. To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls. Know what some of my body parts do. 	<ul style="list-style-type: none"> Describe things that help us grow (e.g. food, rest and sleep, care). Explain who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. To know the biological differences between male and female animals including humans and their roles in the life cycle. To recognise the importance of respecting differences and similarities between boys and girls. Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). Give examples of how to give support to someone. Give examples of how to give feedback to someone. 	<ul style="list-style-type: none"> Describe changes I or my family may have experienced. (moving house, loss, relationships, siblings). Identify some of the factors that affect how I feel about change. Reflect on how others may be feeling about change or loss. Describe my feelings of loss and grief. Describe what makes a positive relationship and things that make a negative relationship. Know what is needed to make a new human being (egg and sperm) and who produces these. Know what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. Understand what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine. Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. Identify unsafe secrets that make me feel uncomfortable and who I can talk to about it. 	<ul style="list-style-type: none"> Label some parts of the body that both boys and girls have. Label some parts of the body that only boys have and only girls have. Describe how some parts of the body change during puberty. Name some of the difficult feelings someone might have as they go through puberty. Explain some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). Know who can get married and how old they have to be and I explain why people get married. 	<ul style="list-style-type: none"> Explain what resilience is and how it can be developed. Recognise good and not so good feelings that people have, and how having resilience can help. Describe how I can develop my confidence/resilience. Recognise different ways in which we can experience change (puberty, moving, family breakup or bereavement). Describe some of the effects of puberty on male and female bodies, especially the parts that are related to having babies (the reproductive organs) and how it may affect physical appearance. Explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings Describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them Explain that the way the media portray people does not always reflect reality and how this can put pressure on us in relation to our bodies. Describe how to manage physical changes of puberty. Explain why it is important and how to keep themselves clean during puberty. Explain what happens during periods (menstruation) and ejaculation and how to manage both. Identify where to get help and support. Identify the different types of relationships there are between people, including marriage. Describe expectations within different kinds of relationships, e.g. parent, friend, best friend. Know the differences and similarities between kinds of relationships including intimate relationships. Listen to and respect the views of others. Use the correct names of female and male reproductive organs. Explain how a baby develops in the womb. 	<ul style="list-style-type: none"> Give an example of a secret that can be kept private (confidential). Give an example of a secret that should be shared with a trusted adult. Offer advice about whether a secret should be kept or shared, and who it should be shared with. Identify physical, emotional and behavioural changes that occur for both males and females during puberty and how to manage them. Give examples of how the media portrays males and females. Discuss how media messages can promote gender stereotyping Describe how images may be manipulated and why? Explain the effect of media images on how people feel about themselves and their bodies. Suggest ways in which a person can feel better about their body changing and see it in a positive way. Give examples of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good. Give examples of other ways in which the way a person feels about themselves can be affected (e.g. Images of celebrities). Give examples of things that I can do or say to myself that can help me feel good about myself. <p>Sex Education:</p> <ul style="list-style-type: none"> Use the correct names of female and male reproductive organs. Understand that masturbation is a private activity that is completely normal and completely safe. Explain in simple terms what is meant by 'consenting'/'consent'. Understand that making love or having sex is one part of an intimate relationship between consenting adults. Describe the links between love, marriage, conception and stable, loving relationships. Explain how babies are made, what sexual intercourse is and what conception means. Explain what pregnancy means, how long it lasts and where it occurs. Understand that pregnancy is a choice and can be prevented with contraception. Explain how a condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections. Understand that women can take a pill to stop an egg from being released and that this is another form of contraception. Identify the different ways that parents and carers take care of and are responsible for their children <p>Transition:</p> <ul style="list-style-type: none"> Identify what I am looking forward to about going to secondary school. Identify what I am nervous/anxious about in relation to starting secondary school. Describe how transition to secondary school may affect feelings. Explain why going to a new school may cause feelings of loss and how to manage these. Analyse how responsibility will increase as I grow in independence Give examples of how independence will increase at secondary school and beyond (such as travelling to school on my own). Describe how increased independence includes keeping myself and others safe (including whilst travelling: road, rail and water safety). Identify new situations where I will be responsible for my personal safety. Describe or demonstrate strategies I can use to increase my personal safety.



Key Vocabulary

Please note that the structure of this progression document is organised by theme, rather than by year groups. This is because our 2 year rolling programme for PSHE is designed so that all children work on the same overarching title each term.

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
feelings special help family friends happy sad angry calm scared same/different kind/caring home safe body good and bad clean healthy ill/poorly helpful looking after money bounding back seasons grow babies child teenager adult old age tummy adoption penis vagina head shoulders knees toes private parts	rules feelings feel better friends listening families bully fair same or different touches good or bad healthy medicine safe hygiene environment caring first aid money germs support feedback helpful/unhelpful kind/unkind special behaviour heart lungs blood stomach intestines brain ribs oxygen digested baby eye contact cuddling washing changing feeding changes growing help surprises secrets penis vagina private parts	classroom rules bullying teasing feelings good friend problems act of kindness left out special feel good behaviour inside and outside similar and different in common physical/non-physical safe no secrets unsafe uncomfortable environment erupt control responsibility encouragement achieve choices hygiene health exercise energy first aid support/feedback heart blood lungs	stomach small and large intestines brain ribs digested good or bad privacy touch penis vagina consent head eyes ears nose nipples belly button (navel) testicles fingers knees toes arms unique my body personality grow lost/loose found	rule team special problem friends opinion dare uncomfortable unsafe died loss family community neighbours celebrate differences prejudice bully name calling same/different respect challenge listening age/unsafe risk/danger alcohol cigarettes smoking drinking browsing online decisions medicine	drugs volunteers safe fact/opinion viewpoint money healthy skills emergency services heart blood lungs stomach small and large intestines liver brain veins arteries exercise for and against achieved improve relationship trust personal touches assertive secret/surprise changing egg sperm babies puberty periods ovaries fallopian tubes womb lining of uterus vagina	email positive and healthy relationships friends no assertive teamwork collaboration feelings bullying pressure negotiate compromise relationships close family wider family acquaintances race gender religion differences similarities aggressive consequences customs festivals ethnicity world stereotypes danger risk hazard medicines images dares disease hygiene drugs smoking alcohol managing risk healthy influence rights responsibilities bullying bystanders anti-social	environment organisations taxes payslip community first aid unique choices energy food water oxygen exercise sleep balanced recycling change puberty emotional penis testicles sperm pubic hair vulva vagina ovaries eggs womb clitoris labia breasts two sets of labia - the inner and the outer menstrual cycle period secret surprise marriage underwear personal body space	collaboration negotiation friendship help unhealthy passive aggressive assertive smoking communication responsible respectful qualities conversations discrimination injustice racism diverse society faiths/beliefs consequences habit risk bullying dare safe health wellbeing media fact/opinion rights duties community voluntary pressure group consumer buying selling loan credit debt interest finance council alcohol food water oxygen sleep exercise	internal organs strengths talents improvement independence qualities first aid feelings resilience separated negative positive behaviour affects bullying gender identity sexual orientation gender expression biological sex puberty pubic hair outer lips vaginal opening vulva clitoris urinary opening anus inner lips foreskin penis testicle scrotum menstruation growing changing changing emotions safe/unsafe secret	together team negotiate friendship problem respect assertive marriage commitment positively negatively physical contact personal information disrespect differences bystander bullying attributes unique similar respect prejudice faiths beliefs mutual respect diverse friends acquaintance relationships stereotype gender personal information illegal risk private addiction drugs medical/non-medical laws alcohol conflicting fact opinion biased unbiased saving money cost interest job	taxes pay voluntary community pressure group aim mission statement activity beneficiaries environmentally sustainable democracy elections parliament wellbeing goals aspirations risk first aid pressure change qualities looks puberty FGM secret surprise sexual reproduction babies egg sperm fertilise baby consent age erections periods ovary vagina fallopian tube uterus/womb cervix vaginal opening urethra penis foreskin testicle scrotum bladder prostate gland intercourse pregnancy IVF surrogacy adoption HIV