

PSHE Progression Document

Nursery- Year 6

Early Learning Goals	<p>Communication and Language: Listening, Attending and Understanding ELG -hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Communication and Language: Speaking ELG -express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Personal, Social and Emotional Development: Self-Regulation ELG -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. -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.</p> <p>Personal, Social and Emotional Development: Managing self ELG -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.</p> <p>Personal, Social and Emotional Development: Building relationships ELG -work and play cooperatively and take turns with others. -form positive attachments to adults and friendships with peers. -show sensitivity to their own and others' needs.</p> <p>Physical Development: Gross Motor ELG -negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Understanding the World: Past and Present ELG -talk about the lives of people around them and their roles in society.</p>
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Health Education

Healthy eating

Pupils should be taught:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- 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).

Physical health and fitness

Pupils should be taught:

- the characteristics and mental and physical benefits of an active lifestyle.
- 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.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Mental Health

Pupils should be taught:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

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Health Education			
EYFS	KS1	LKS2	UKS2
Can follow instructions to wash their own hands.	Can wash their own hands properly.	Know why regular hand washing is important.	Can discuss ways to prevent illness.
Can independently brush their own teeth.	Know the effect that food and drink can have on their teeth. (Aut 2)	Know why it is important to look after teeth. Can be independent when looking after their own teeth. Know ways to prevent tooth decay. Know key facts about dental health.	Know that changes in the body could be possible signs of illness.
Know how to recognise if they are feeling unwell.	Can identify some signs of being unwell – high temperature, tummy ache or rashes.	Can explain to an adult why symptoms they have if they are unwell.	Know some actions to take if they are worried about their own or a friend's health. Knows that vaccinations can give us protection against disease.
Can say 1 way to keep safe from the sun.	Know the five S's for sun safety; slop, slop, slap, shade, sunglasses. (spring 1)	Know how to protect themselves from the sun.	Can be independent when protecting themselves in the sun. Know the risks of sun exposure.
Know the importance of healthy food choices.	Know and understand the balance of food we need to stay healthy. Know the importance of exercise to stay healthy. Know how to improve an unbalanced meal. (spring 1)	Know how to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Know the different food groups and how much of each of them we should have to have a balanced diet. Can identify my strengths and explore how I use them to help others. Can explore my own identity through the groups I belong to. Can explore how my skills can be used to undertake certain jobs. (Autumn 2- Cycle B)	Can consider calories and food groups to plan healthy meals. Can set achievable goals for a healthy lifestyle. Know the calories are the unit which we use to measure the amount of energy a certain food gives us. Know that a number of factors contribute to our physical health: diet, exercise, rest and relaxation and dental health.
Can say one thing that they are good at.	Can identify personal strengths and qualities. (spring 1)	Can develop a growth mindset. (Summer 2- Cycle B)	

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<p>Know it's good to find things challenging and not to give up easily.</p> <p>Can recognise some emotions (happy, sad, angry, scared, excited).</p>	<p>Can identify goals and work towards them Know strengths are things we are good at. (spring 1) Know that qualities describe what we are like. (spring 2)</p> <p>Can explore the need for perseverance and develop a growth mindset. Know that a growth mindset means being positive about challenges and finding ways to overcome them. (Aut 2)</p> <p>Can identify different ways to manage feelings. Can explore strategies to manage different emotions. (Aut/spring) Know words to describe some positive and negative emotions. Know we can feel more than one emotion at a time. (Spring 2)</p>	<p>Can breakdown a problem into smaller parts to overcome it.</p> <p>Can find ways which we can make ourselves feel happy or happier. Can develop the ability to appreciate the emotions of others in different situations. Can take responsibility for my emotions by knowing that I can control some things but not others.</p>	<p>Can explore my personal qualities and how to build on them.</p> <p>Can develop strategies for being resilient in challenging situations. Know that failure is an important part of success.</p> <p>Can take responsibility for my own feelings. Know what causes stress. Know that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). Know the effects technology can have on mental health.</p>
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Relationships Education

Respectful Relationships

Pupils should be taught:

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Families and people who care for me

Pupils should be taught:

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- that a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should be taught:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

PSHE Progression Map

Relationships Education			
EYFS	KS1	LKS2	UKS2
<p>Know and name some members of my immediate family.</p> <p>Can talk about what makes a good friend.</p> <p>Can talk about why people are allowed to make their own decisions on their likes and dislikes.</p> <p>Can use their manners in practical situations.</p>	<p>Know how families can be different. (AUT 2)</p> <p>Can explore how friendship problems can be overcome. (Spring1)</p> <p>Know that some problems in friendships might be more serious and need addressing. (Aut 2)</p> <p>Know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. Aut 2 (Spring1)</p> <p>Can talk about what good manners are.</p>	<p>Know to show respect for different types of families.</p> <p>Know that I can talk to trusted adults or services such as childline if I experience family problems.</p> <p>Know that bullying can be physical or verbal.</p> <p>Know physical and emotional boundaries in friendships.</p> <p>Can name and understand the different roles related to bullying including victim, bully and bystander.</p> <p>Know and understand that everyone has the right to decide what happens to their body.</p> <p>Can talk about the negative impact of stereotyping.</p> <p>Know some stereotypes related to disability.</p> <p>Know some stereotypes related to age.</p> <p>Know and understand the courtesy and manners which are expected in different scenarios.</p>	<p>I can identify ways which families may make children feel unhappy or unsafe. (Aut 1 Cycle A)</p> <p>Know that marriage is a legal commitment and is a choice people can make. (Aut 1 Cycle A)</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p> <p>Know and understand what might lead to someone bullying others. Aut 1</p> <p>Know what action a bystander can take when they see bullying.</p> <p>Know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>Can understand the concepts of negotiation and compromise. Aut 1</p> <p>Can explore and question the assumptions we make about people based on how they look.</p> <p>Know that stereotypes can be unfair, negative and destructive.</p> <p>Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. (Aut 1 Cycle A)</p> <p>Know what respect is.</p> <p>Know that everyone deserves respect but respect can be lost.</p>

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<p>Can begin to recognise how people are feeling particularly happy or sad.</p>	<p>Know how other people show their feelings and how to respond to them. Know some ways people show their feelings. Spring 1 (Spring1)</p>	<p>Know that trust is being able to rely on someone and it is an important part of relationships. Know the signs of a good listener.</p>	<p>Know how and why respect is an important part of relationships. Can explore our positive attributes and being proud of these.</p>
<p>Can talk about how animals and plants don't live forever (aware of life cycles).</p>	<p>Talk about ways to deal with loss. Know it is good to share how you are feeling during a time of loss. (Aut 2- Health and wellbeing)</p>	<p>Know that there are ways we can remember people or events. Know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>	<p>Know that loss and change can cause a range of emotions. Know that grief is the process people go through when someone close to them dies.</p>

Safety and the changing body

Being safe

Pupils should be taught:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Online relationships and safety

Pupils should be taught:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Drugs, alcohol and tobacco

Pupils should be taught:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should be taught:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

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Basic first aid

Pupils should be taught:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should be taught:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Internet safety and harms

Pupils should be taught:

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted where and how to report concerns and get support with issues online.

Safety and the changing body			
EYFS	KS1	LKS2	UKS2
Know about 'pantasaurus' (NSPCC video).	Know the 'PANTS' rule. (Aut 1) Can discuss what privacy is. Can discuss some types of physical contact is inappropriate. (Aut 1)	Know what to do if an adult or child makes me feel uncomfortable. Know the difference between private and public.	Know about inappropriate touching and how to report it. Know why it is important to keep some things private.
Can discuss what to do if I am lost.	Know what to do if I get lost. Aut 1	Know where to get help if I need to.	Can discuss ways to help people.
Can identify things that may make me unsafe at home such as candles, stairs etc.	Know what a hazard is. Aut 1	Know ways to keep safe in home and local area. Such as safe road crossing.	Can suggest ways to keep others safe in the local area.
Know how to identify a safe place to cross a road.	Can cross a road safely. Know the rules to cross a road safely.	Can identify things that are unsafe to do near a road.	
Can talk about unkind behaviour online.	Know that I should tell an adult if I see something which makes me uncomfortable online.	Know that cyberbullying is bullying which takes place online.	Know the steps to take before sending a message online (using the THINK mnemonic). Aut 2 Know that online relationships should be treated in the same way as face to face relationships. Aut 2
Can talk about what a secret it is. Know its not always good to keep secrets.	Know the difference between secrets and surprises.	Know about the benefits and risks of sharing information online. To know the signs that an email might be fake. Know the risks associated with smoking tobacco.	Know some of the possible risks online. To know where to get help with online problems. Know about the reliability of online information. Know the risks associated with drinking alcohol.

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<p>Can talk about what is and is not safe to put in or on our bodies.</p> <p>Can name parts of my body (head, shoulders, hips, legs, feet).</p> <p>Know if in an emergency you can call 999.</p>	<p>Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>Know that medicines can help us if we are feeling ill, but we must never take them unless a trusted adult tells us to. Spring 1</p> <p>Know the names of parts of my body including private parts (Year 2).</p> <p>Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened (Aut 1)</p> <p>Know that the emergency services are the police, fire service and the ambulance service. (Aut 1)</p>	<p>Know the physical changes to both male and female bodies as people grow from children to adults.</p> <p>Know some physical and emotional changes during puberty.</p> <p>Know that bites or stings can sometimes cause an allergic reaction. Know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Know the risks associated with smoking tobacco.</p> <p>Know the process of the menstrual cycle.</p> <p>Know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Know that puberty happens at different ages for different people.</p> <p>Know how a baby is conceived and develops. (Autumn 2)</p> <p>Know how to conduct a primary survey (using DRSABC).</p> <p>Can place an unresponsive patient into the recovery position.</p>
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PSHE Progression Map

Citizenship			
EYFS	KS1	LKS2	UKS2
Can follow some rules in school.	Know why rules are in place. Know that some rules are made to be followed by everyone and are known as 'laws'. (spring/summer	Know that human rights are specific rights that apply to all people. Know how children's rights help them and other children. (Spring/Summer Cycle A)	Know what happens when someone breaks the law. Know that education is an important human right.
Can take part in a vote.	Know that voting is a fair way to make a decision. (summer 1	Know that elections are held where adults can vote for local councillors. Know that councillors have to balance looking after local residents and the needs of the council.	Know that parliament is made up of the House of Commons, the House of Lords and the Monarch. Know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. Know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. Know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
Can talk about where I live.	Can recognise the importance of looking after the school environment. (spring/summer Can identify ways to help look after the school environment. Summer 1	Can Discuss ways we can make a difference to recycling rates at home/school. Know that reusing items is of benefit to the environment. (Spring /Summer cycle A)	Know the waste hierarchy. Know about environmental issues relating to food.
Can identify similarities and differences between myself and others.	Know that everyone has similarities and differences. Summer 1 Spring 2	Know the positives diversity brings to a community.	Can explore the right to a freedom of expression. Know that prejudice is making assumptions about someone based on certain information.

PSHE Progression Map

<p><i>Can talk about my community.</i></p>	<p><i>Can recognise the contribution people make to the local community (summer 1)</i></p>	<p><i>Can identify local community groups and discussing how these support the community.</i> <i>Know the rules of charity in the community.</i> <i>(Spring / Summer cycle A)</i></p>	<p><i>Know that discrimination is treating someone differently because of certain factors.</i> <i>Can discuss ways to challenge prejudice and discrimination</i></p> <p><i>Know the contribution people make to the community and how this is recognised.</i></p>
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PSHE Progression Map

Economic Wellbeing			
EYFS	KS1	LKS2	UKS2
Can talk about what we use money for.	<p>Know that coins and notes have different values.</p> <p>Can talk about what to do if we find money.</p> <p>Can talk about ways we may receive money.</p> <p>summer 2</p>	<p>Know there are different ways to pay for things.</p> <p>Can talk about which factors affect weather something is value for money.</p> <p>Know that money can be lost in a variety of ways.</p>	<p>To know when money is borrow it needs to be paid back, usually with interest.</p> <p>Know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>Know that banks and organisations such as Citizens’ Advice can help with money-related problems.</p>
Knows that a bank keeps money safe for people.	<p>To know some of the features to look for when selecting a bank.</p> <p>summer 2</p>	<p>Know the importance of tracking money.</p>	<p>Know that there are certain rules to follow to keep money safe in bank accounts.</p> <p>Know that income is the amount of money received and expenditure is the amount of money spent.</p>
Can talk about a job role.	<p>Can name jobs within the school.</p> <p>Can discuss some reasons why people may choose certain jobs. (Spring 2</p>	<p>Know that there are a range of jobs available.</p> <p>Know that some stereotypes can exist around jobs but these should not affect people’s choices.</p> <p>Know that many people will have more than one job or career in their lifetimes. Can explore ways to overcome stereotypes in the workplace.</p>	<p>Can discuss the role of money in selecting a job.</p> <p>Can explore possible career paths for themselves.</p> <p>Know different routes into different careers including university and apprentices.</p>