

PSHE Progression Map

Term	Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term Relationships	Feelings, emotions and empathy	<ul style="list-style-type: none"> •Begin to understand other's needs and feelings •Talk about how they show feelings 	<ul style="list-style-type: none"> •Show sensitivity to others' needs and feelings •Talk about how they and others show feelings 	<ul style="list-style-type: none"> •Demonstrate how faces and bodies show feelings •Use simple descriptions to describe how they are others are feeling 	<ul style="list-style-type: none"> •List a range of feelings people experience •Recognise that it is important to share feelings with others 	<ul style="list-style-type: none"> •Give examples of a wider range of feelings •Describe how different feelings can make people behave 	<ul style="list-style-type: none"> •Describe how feelings can affect thoughts and behaviour •Explain what makes feelings better or worse/what helps/doesn't help 	<ul style="list-style-type: none"> • Explain how it feels when others respond appropriately / not appropriately to our feelings •Demonstrates language and strategies to use if not sure how others may be feeling 	<ul style="list-style-type: none"> •Explain the benefits (to self and others) of recognising/responding appropriately to our own and others' feelings (including self-regulation) •Empathise with others who are experiencing difficult or challenging feelings
	Actions, behaviour and consequences	<ul style="list-style-type: none"> •Talk about their own behaviour, and its consequences • Know that some behaviour is unacceptable 	<ul style="list-style-type: none"> •Talk about their own and others' behaviour, and its consequences • Know that some behaviour is unacceptable 	<ul style="list-style-type: none"> •Give examples of when something is fair and unfair and can say why •Explain what is meant by right and wrong (behaviour) 	<ul style="list-style-type: none"> •Recognise when behaviour is not ok and identifies what they can do in such situations and afterwards, including identifying when and who to tell •Describe or demonstrates simple strategies to help manage their own behaviour 	<ul style="list-style-type: none"> •Describe how one person's actions can affect another person, or a group of people •Identify why it is important to 'think before we act' 	<ul style="list-style-type: none"> •Explain how their actions or choices can hurt others on the outside and on the inside •Identify and demonstrates behaviours and actions that show respect for self and others 	<ul style="list-style-type: none"> •Explain how someone's actions might have consequences for themselves, family, friends, wider community •Explain the importance of 'stopping', 'taking a step back' and asking 'What if...' 	<ul style="list-style-type: none"> •Give examples of the wider impact of both positive and negative actions on others •Describe what can help people in 'moments' when they have to make decisions about what action they will take
	Cooperating, resolving conflict/arguments Listening to/respecting other views/opinions	<ul style="list-style-type: none"> •Begin to take turns 	<ul style="list-style-type: none"> •Play co-operatively, taking turns with others •Take account of one another's ideas about how to organise their activity 	<ul style="list-style-type: none"> •Demonstrate how to play cooperatively with others •Describe and demonstrates how to listen to other people 	<ul style="list-style-type: none"> •Give reasons why it is important work and play well together •Share their ideas and thoughts, opinions and views with a partner, small group or the whole class 	<ul style="list-style-type: none"> •Demonstrate strategies for solving arguments with peers •Demonstrate working and discussing in groups and ensuring everyone's view is included 	<ul style="list-style-type: none"> •Demonstrate negotiating a 'win-win' outcome •Recognise that it is important to take other people's feelings into consideration before responding, especially if we don't agree 	<ul style="list-style-type: none"> •Explain how negotiation and compromise benefit others as well as themselves •Describe or demonstrates different ways to challenge viewpoints or raise their own concerns with others 	<ul style="list-style-type: none"> •Demonstrate language to use to give constructive feedback to others in negotiation/ compromise situations •Demonstrate strategies that can be used to challenge viewpoints or raise concerns in a positive, and non-threatening manner

PSHE Progression Map

	Bullying (including online) and discrimination	<ul style="list-style-type: none"> •Understand what makes us special 	<ul style="list-style-type: none"> •Understand we are all similar and different 	<ul style="list-style-type: none"> •Know that hurtful teasing and bullying is wrong •Identify whom they might go to, what to say/how to tell if they are being teased or bullied 	<ul style="list-style-type: none"> •Describe how their bodies feel/what their bodies do when they feel uncomfortable or hurt •Describe the differences and similarities between being hurt physically and being hurt emotionally 	<ul style="list-style-type: none"> •Give a definition of 'bullying' •Identify how, where and when where hurtful teasing and bullying can happen (including online) •Identify who to ask for help or report to, what to say and what will happen next 	<ul style="list-style-type: none"> •Recognise that bullying and aggressive can be online as well as occurring in physical life •Explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied 	<ul style="list-style-type: none"> • Explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language 	<ul style="list-style-type: none"> •Explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied
	Physical contact, personal boundaries	<ul style="list-style-type: none"> •Know our school rule 'safe' 	<ul style="list-style-type: none"> •Know our school rule 'safe' and what that means 	<ul style="list-style-type: none"> •Identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes) •Describe how it feels when people try to touch us in ways we don't like or that make us uncomfortable 	<ul style="list-style-type: none"> •Recognise there are parts of their body that are private •Recognise they have a choice about being touched and the right to say 'no' if they don't feel comfortable •Explain that it is important to tell an adult they trust if they are worried or upset 	<ul style="list-style-type: none"> •Explain that everyone has a right to have their 'body space' respected and that they should respect others body space •Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like 	<ul style="list-style-type: none"> •Recognise that physical contact that is aggressive or hurtful is not acceptable 	<ul style="list-style-type: none"> •Identify what constitutes unacceptable / inappropriate / unwanted touch or attention •Recognise how it feels when someone's mind or body is telling them that they are not comfortable / happy about someone else's behaviour •Describe strategies someone can use to use to prevent or stop unacceptable physical contact 	<ul style="list-style-type: none"> •Identify that acceptable touch depends on i) the person, who they are with and their relationship, ii) where they are, iii) what the touch is (personal likes and dislikes) •Identify sources of help/advice in school, outside school, locally, nationally by phone and online

PSHE Progression Map

	Confidentiality, privacy and secrets (including online)	<ul style="list-style-type: none"> •Begin to ask adults for help 	<ul style="list-style-type: none"> •Ask adults for help 	<ul style="list-style-type: none"> •Explain what a secret is and what it means to keep a secret •Explain what a surprise is and what it means to keep a surprise 	<ul style="list-style-type: none"> •Give examples of surprises that are nice to keep secret (until everyone finds out about them) •Explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried 	<ul style="list-style-type: none"> •Recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so •Recognise that even if they have agreed, they can and should still tell a teacher •Identify how people can keep privacy in different contexts (including online) 	<ul style="list-style-type: none"> •Identify strategies for speaking up if a secret should not be kept •Give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence •Explain why it is important to respect privacy 	<ul style="list-style-type: none"> • Explain that if someone either begs them, tries to scare or threatens them to keep a secret that makes them feel worried, that these are warning signs and that they must quickly tell a trusted adult •Explain that although we have a right to privacy, some things should never be kept secret or private and when this might be 	<ul style="list-style-type: none"> •Evaluate all the reasons they can identify for keeping something confidential or secret •Explain why keeping a secret might compromise personal safety or the safety of others •Explain why the need for privacy changes as they get older (grow from child to teenager) •Explain what to do if something that should have been kept private is shared more widely (including online)
	Equality and challenging stereotypes Respecting differences and similarities	<ul style="list-style-type: none"> •Know that they have different interests to other children 	<ul style="list-style-type: none"> •Know that other children don't always enjoy the same things, and are sensitive to this 	<ul style="list-style-type: none"> •Describe basic similarities and differences between class members •Recognise that everyone is equal 	<ul style="list-style-type: none"> •Identify some things that contribute to their identity •Describe or demonstrate ways of showing respect to people who are different to them 	<ul style="list-style-type: none"> •Give a simple definition of what is meant by 'stereotype' •Recognise some different kinds of stereotypes (such as gender stereotypes) 	<ul style="list-style-type: none"> •Identify when stereotypes are challenged and explain how this helps to break down the stereotype •Explain why it is important for stereotypes to be challenged 	<ul style="list-style-type: none"> • Describe the potential consequences of discrimination including how this might make people feel and act •Describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against 	<ul style="list-style-type: none"> •Explain why we should be careful when we hear people say 'us' 'them' 'those types of people' or label groups of people usually using a term that is demeaning or abusive •Explain that everyone is equal no matter their identity and explains or demonstrates ways we can value others who are similar or different from us •Suggest ways we can be more inclusive and why we should work towards this

PSHE Progression Map

	Special people Healthy/positive relationships with families and friends	<ul style="list-style-type: none"> •Begin to form positive relationships with adults and other children 	<ul style="list-style-type: none"> •Form positive relationships with adults and other children 	<ul style="list-style-type: none"> •Identify their special people in their lives •Describe what makes them special 	<ul style="list-style-type: none"> •Describe the various groups and communities that their special people belong to •Describe the different kinds of ways people care for each other 	<ul style="list-style-type: none"> •Identify the types of relationship they have with those who are important to them (e.g. family, friends, neighbours etc.) •Describe how people in different relationships show they care for and value each other 		<ul style="list-style-type: none"> •Identify some signs that a relationship is not healthy •Recognise the importance of telling if they (or others) feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship 	<ul style="list-style-type: none"> •Explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship •Describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy •Explain how relationships can change (as we grow up or as circumstances change)
	Recognising and managing dares (KS2)					<ul style="list-style-type: none"> •Explain what a 'dare' is •Describe feelings they may have about being given a 'dare' or daring someone else 	<ul style="list-style-type: none"> •Explain whether dares always put someone under pressure •Explain why no one should ever feel the need to agree to do a dare 	<ul style="list-style-type: none"> • Explain why daring someone to do something dangerous or harmful is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong •Describe or demonstrate steps they can take to manage dares 	

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Spring Term Living in the Wider World	Rules and laws	<ul style="list-style-type: none"> •Work as part of a group to understand and follow the rules 	<ul style="list-style-type: none"> •Work as part of a group or class to understand and follow the rules 	<ul style="list-style-type: none"> •Explain what 'rules' means and how they will help us 	<ul style="list-style-type: none"> •Explain how class/group rules help them to learn and make the classroom a safe place 	<ul style="list-style-type: none"> •Give reasons and practical examples for why different rules are needed in different situations •Give reasons for why rules and laws are made and why they are important •Identify what might happen if rules and laws are broken 	<ul style="list-style-type: none"> •Identify issues that concern them in school and what they can do about them, including making or changing rules •Give examples of ways in which everyone has a say in making rules / laws 	<ul style="list-style-type: none"> • Give example of how rules and laws are made and enforced •Explain what is meant by a democracy • Visit: Royal Courts of Justice 	<ul style="list-style-type: none"> •Identify who helps to uphold rules and laws in our local community / wider community •Explain how the democratic process works in Britain (voting system, political parties, Parliament) •Explain how laws can be changed democratically at a national level •Visit: Houses of Parliament
	Rights, needs and responsibilities (Human Rights and the Rights of a Child)	<ul style="list-style-type: none"> •Confident to try new activities 	<ul style="list-style-type: none"> •Confident to try new activities, and say why they like some activities more than others 	<ul style="list-style-type: none"> •Explain that all people (and animals) need to be looked after and cared for •Identify some of the needs of all living things (including themselves and/or pets/animals) 	<ul style="list-style-type: none"> •Identify some needs (rights) of pupils in the classroom •Describe some of the different responsibilities to support the needs of others •Identify who to talk to if responsibilities are not being carried out and rights are not being met 	<ul style="list-style-type: none"> •Explain that human rights are there to protect everyone and this is why they exist •Identify some of the rights of the child (UN Declarations of the Rights of the Child) •Describe how some of the Rights of the Child relate to their daily lives 	<ul style="list-style-type: none"> •Recognise the relationship between rights and responsibilities •Recognise what is meant by a 'basic human right' •Explain why it is very important that people speak out about human rights 	<ul style="list-style-type: none"> • Identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices) •Describe the responsibility people have to protect human rights – especially if rights are being ignored 	<ul style="list-style-type: none"> •Identify that cultural practices which can harm others (such as FGM and forced marriage) do exist •Recognise that these are illegal in British law and go against human rights •Identify what to do if they come across ideas or beliefs that are in conflict with human rights

PSHE Progression Map

Groups and communities	<ul style="list-style-type: none"> •Understand why they are special 	<ul style="list-style-type: none"> •Look at similarities and differences between themselves and their friends 	<ul style="list-style-type: none"> •Identify the different groups they belong to (friends, year group, faith) •Identify the roles within them (friends, pupil, member, leader) •Identify the range of different jobs people in the local community do 	<ul style="list-style-type: none"> •Describe how it feels to be a member of a group and what they do •Know the benefits of community participation on mental happiness and wellbeing •Describe the different rights and responsibilities they have in the groups they belong to 	<ul style="list-style-type: none"> •Give a definition what 'community' means •Identify how their help makes a difference to other members of the community 	<ul style="list-style-type: none"> •Recognise that we all belong to different communities as well as our school community •Describe the skills and attributes that help to support communities and where they see these in action (school/local community) 	<ul style="list-style-type: none"> • Identify different organisations that support school communities, i.e. governors, local government, national government and their role in helping communities to thrive and grow •Give examples of the difference that this kind of work makes to individuals, communities and the local environment •Identify how pressure groups aim to lead social change 	<ul style="list-style-type: none"> •Explain the range of responsibilities, rights and duties are part of our lives now and how these might change in the future •Compare individual and group rights and responsibilities and how these can come into conflict
Lives, values and customs of people living in the UK and in the wider world	<ul style="list-style-type: none"> •Know about different celebrations 	<ul style="list-style-type: none"> •Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> •Recognise that they are unique – there is no-one exactly like them •Recognise some of the things they have in common with others, including physical similarities 	<ul style="list-style-type: none"> •Identify similarities with others, including things not immediately obvious, such as looks •Explain what they share in common with someone else, even if, at first they thought they were only differences 	<ul style="list-style-type: none"> •Give an examples of their own family/community customs or traditions •Compare their own traditions to those of people in other places and say how they are similar or different 	<ul style="list-style-type: none"> •Identify different traditions that relate to entry into adulthood / adolescence and different celebrations •Explain how we show respect and appreciate the traditions of other cultures 	<ul style="list-style-type: none"> • Describe what the lives of people living in other places around the UK / the world may be like •Describe some of the values and customs of a group of people living somewhere else in the world •Give examples of differences and similarities between their life and the lives of people living in other places 	<ul style="list-style-type: none"> •Describe what makes the UK a richly diverse community and the benefits •Recognise the wide range of influences that have shaped the heritage of the UK •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this

PSHE Progression Map

Agreeing and disagreeing Anti-social behaviour	<ul style="list-style-type: none"> ●Begin to know it is ok to disagree 	<ul style="list-style-type: none"> ●Understand it is ok to disagree 	<ul style="list-style-type: none"> *See Y1 autumn term - Cooperating, resolving conflict/arguments 	<ul style="list-style-type: none"> *See Y2 autumn term - Cooperating, resolving conflict/arguments 	<ul style="list-style-type: none"> ●Know what anti-social behaviour is and how it can affect people ●Know how to get help or support 	<ul style="list-style-type: none"> ●Identify the impact that anti-social and aggressive behaviour could have in school and in the wider community (the environment and people) ●Identify the potential consequences of anti-social and aggressive behaviour for the people involved 	<ul style="list-style-type: none"> ● Describe the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others ●Identify how they can respond to or challenge, anti-social / aggressive behaviour 	<ul style="list-style-type: none"> ●Justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong ●Explain what someone can do if they are at risk of getting involved in anti-social behaviour themselves
The environment	<ul style="list-style-type: none"> ●Look after the classroom environment 	<ul style="list-style-type: none"> ●Caring for the environment (explore ideas through stories – Omar, The Bees and Me) 	<ul style="list-style-type: none"> ●Identify what the local environment is like 	<ul style="list-style-type: none"> ●Give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.) ●Give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas) 	<ul style="list-style-type: none"> ●Identify what the earth's resources are used for (electricity, heating, food, paper, fuel etc.) ●Describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy) 	<ul style="list-style-type: none"> ●Recognise that there is limited supply of the earth's resources and the importance of sustainability ●Identify and explain their own environmental responsibilities and the difference this can make 		<ul style="list-style-type: none"> ●Describe the different ways that decisions about the allocation of resources affects individuals, communities ●Justify their views and opinions of how resources should be allocated
The media Online safety	<ul style="list-style-type: none"> ●Begin to ask adults for help 	<ul style="list-style-type: none"> ●Ask adults for help 	<ul style="list-style-type: none"> ●Know that if they ever feel worried about anything that happens online, they should seek help from a trusted adult 	<ul style="list-style-type: none"> *See Y2 summer term – Online safety 	<ul style="list-style-type: none"> ●Identify how people find out information and news, about people, places and events ●Give examples of when things might seem like they must be true may not be (e.g. internet scams, 'really good deals', advertising, gossip, stories) 	<ul style="list-style-type: none"> ●Identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip) ●Give reasons for why the media tries to influence people's choices and decisions (e.g. to persuade people to purchase) and how this is done (e.g. emotive language in adverts) 	<ul style="list-style-type: none"> ● Use sound judgment before accepting free offers and downloading music, images or movies over the Internet ●Understand the consequences of plagiarism and cyber piracy 	<ul style="list-style-type: none"> ●Evaluate the different ways our views and choices are influenced (including via the wider media and social media) ●Explain how the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people) ●Explain steps people can take to challenge some of the ways in which information is presented

PSHE Progression Map

	Finance and consumers (Y5 & Y6)							<ul style="list-style-type: none">●Identify the role finance (money) plays in different aspects of people’s lives (e.g. where they live, their job, their social life, the products they buy)●Identify how shops and manufactures use ‘deals’ (such as three for the price of two) to entice consumers to purchase more	<ul style="list-style-type: none">●Explain why people may borrow money (e.g. loans, credit cards)●Explain the differences between credit and debt and what is meant by ‘interest’●Identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money●Explain how money is used in this way to meet the needs of everyone, including the vulnerable members of society●Identify ways they are ‘tax payers’ (e.g. VAT on some things they purchase)
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PSHE Progression Map

Term	Topic	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term Health and Wellbeing	Healthy eating Balanced diet Physical activity Sleep Dental health (Nursery, KS1)	<ul style="list-style-type: none"> •Talk about healthy snack choices •Daily tooth brushing •Engage in opportunities to develop physical development 	<ul style="list-style-type: none"> •Know the importance of a healthy diet. •Know the importance for good health of physical exercise through stories 	<ul style="list-style-type: none"> •List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation •Describe how physical activity and sleep helps their bodies to grow and them to feel well •Describe how they can take care of their dental health 	<ul style="list-style-type: none"> •Recognise how good health depends on physical activity (including time outdoors), rest, healthy eating •Identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth •Identify the impact on people don't look after their bodies 	<ul style="list-style-type: none"> •Identify what food they think should be eaten regularly to maintain good health •Identify what or who helps them decide what to eat and drink 	<ul style="list-style-type: none"> •Explain what is meant by a balanced diet for health and wellbeing •Describe who or what influences their choices about food •Identify when they have opportunities to make choices about food and drink 	<ul style="list-style-type: none"> •Describe situations when making a healthy choice can be more challenging • Describe how people can make informed decisions about what to eat or drink 	<ul style="list-style-type: none"> •Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional •Explain the variety of ways people might be influenced in their choices about food and drink (e.g. advertising, religion, culture, location, availability, cost, health) •Describe a range of hygiene routines that help keep good health and wellbeing
	Mental wellbeing Emotional health Balanced lifestyle Self-care	<ul style="list-style-type: none"> •Talk about ways to keep healthy •Manage their own basic hygiene and personal needs with support and reminders 	<ul style="list-style-type: none"> •Talk about ways to keep healthy through stories •Manage their own basic hygiene and personal needs successfully 	<ul style="list-style-type: none"> •Identify some ways of taking care of themselves on a daily basis •Identify some choices they can make to help improve how they feel 	<ul style="list-style-type: none"> •Identify some of the consequences of different choices, both good and not so good •Describe how it feels to make a choice that is good for our bodies 	<ul style="list-style-type: none"> •Recognise what is meant by a 'balanced lifestyle' •Describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives 	<ul style="list-style-type: none"> •Identify what can influence people's choices about their health •Identify steps that help make an informed choice 	<ul style="list-style-type: none"> • Explain what can affect health and wellbeing •Identify choices that can have positive, neutral and negative consequences on a person's health and wellbeing 	<ul style="list-style-type: none"> •Analyse the positive and negative influences on choices related to health •Describe the influence of media advertising / celebrity culture on health and lifestyle choices
	Achievements/strengths Targets/goals	<ul style="list-style-type: none"> •Plan 	<ul style="list-style-type: none"> •Plan, do, review 	<ul style="list-style-type: none"> •Identify what they are good at •Identify what they need help with •Set simple targets 	<ul style="list-style-type: none"> •Recognise that it is ok to make mistakes and that they are part of learning •Set themselves realistic but challenging personal goals and reviews targets 	<ul style="list-style-type: none"> •Reflect on their achievements and describe what they are proud of •Describe aspirations for the end of term/school year and how they will know if they have achieved them 	<ul style="list-style-type: none"> •Recognise their worth by identifying positive things about themselves and what they are proud of •Identify personal strengths that will help them achieve their goals 	<ul style="list-style-type: none"> •Describe steps they can take to improve •Explain how making mistakes along the way can help them to learn 	<ul style="list-style-type: none"> •Describe different ways of celebrating achievements and analyse which might help to motivate •Identify their personal goals and describe aspirations for secondary school or beyond

PSHE Progression Map

	<p>Managing feelings Conflicting emotions Seeking help/support</p>	<ul style="list-style-type: none"> •Begin to say when they do or don't need help 	<ul style="list-style-type: none"> •Say when they do or don't need help 	<ul style="list-style-type: none"> •Explain what makes them feel good and what makes them feel not so good •Identify the people who look after them in school and outside of school (immediate family or wider family networks) 	<ul style="list-style-type: none"> •Identify strategies to help manage different feelings, especially when feeling not so good •Identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts 	<ul style="list-style-type: none"> •Describe how different feelings are experienced in their bodies •Recognise that people can also have lots of different feelings all at once (such as at times of change) •Recognise the importance of sharing their feelings 	<ul style="list-style-type: none"> •Describe feelings according to their intensity •Identify when feelings (good or not so good) might be overwhelming and describe how this can feel •Explain the importance of noticing different feelings 	<ul style="list-style-type: none"> •Recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel 'torn' about what to do about something) •Identify a range of appropriate ways that people can express conflicting feelings and why this is important 	<ul style="list-style-type: none"> •Explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome •Identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available
	<p>Change/transition Divorce, bereavement and loss</p>	<ul style="list-style-type: none"> • Understand the routine of the school day 	<ul style="list-style-type: none"> • Adjust their behaviour to different situations, and take changes of routine in their stride 	<ul style="list-style-type: none"> •Give examples of times when people experience change (e.g.: new baby brother or sister, moving to a new class) •Identify how this can feel 	<ul style="list-style-type: none"> •Identify some ways to manage feelings associated with change and loss •Recognise ways they can comfort or be sensitive to the needs of others who have experienced change or loss 	<ul style="list-style-type: none"> •Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better •Recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this 	<ul style="list-style-type: none"> •Recognise that change is a natural part of life •Describe some ways people express feelings when there is change, and of sadness and loss •Demonstrate empathy towards others and their feelings 	<ul style="list-style-type: none"> •Describe times that involve change and transition •Recognise what grief is and how this can feel for people •Identify the importance of treasuring and sharing memories 	<ul style="list-style-type: none"> •Identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school) •Describe what help people to cope with the feelings associated with loss, change and transition •Identify appropriate places to ask for help and support for different aspects of change

PSHE Progression Map

	<p>Medicines and drugs Legal and illegal substances Physical illness Immunisation/ vaccinations</p>	<ul style="list-style-type: none"> •Learn about people who help us- police, firemen 	<ul style="list-style-type: none"> •Learn about people who help us- doctors, vets 	<ul style="list-style-type: none"> •Identify what goes on to and into people’s bodies and how this can make people feel •Recognise that household products (including medicines) can be harmful if not used correctly 	<ul style="list-style-type: none"> •Identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin) •Explain how to keep safe when taking medicines and around other household substances •Explain that household products and medicines can be harmful if used incorrectly 	<ul style="list-style-type: none"> •Recognise what is meant by ‘a drug’ (give a definition of ‘drug’) •Recognise that drugs change the way people feel (for example, more relaxed or more energised) •Identify some of the risks associated with drugs common in everyday life 	<ul style="list-style-type: none"> •Identify some of the laws relating to drugs seen in everyday life •Explain someone might choose or not choose to use a drug •Identifies alternatives to using drugs •Identify different behaviours around drug use and when a drug can become harmful 	<ul style="list-style-type: none"> •Explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy •Recognise that there is help for people who want to change or stop habits •List commonly available legal substances and drugs used in everyday life •Give reasons why someone might use a drug •Recognise that there are laws around substances and drugs – some may be restricted and some are illegal to own, use or give to others •Identify potential effects and risks related to different drugs, including that medicines may have side effects 	<ul style="list-style-type: none"> •Workshop: Stay Safe - Diverse Voices (includes online safety, drugs, peer pressure, keeping safe)
	<p>Safety and risk (including local environment – road/bike safety) Getting help and emergencies</p>	<ul style="list-style-type: none"> • Talk about ways to keep safe 	<ul style="list-style-type: none"> • Talk about ways to keep safe •Scooterbility- staying safe on scooters 	<ul style="list-style-type: none"> •Demonstrate an understanding that they have a right to ‘be safe on the outside’ and ‘feel safe on the inside’ •Identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations •Identify that 999 is an emergency number (Y1 spring term) 	<ul style="list-style-type: none"> •Identify potential unsafe situations and steps they can take to avoid or remove themselves from them •Demonstrate ways they can ask for help from people whose job it is to keep them safe •Workshop: London Fire Brigade 	<ul style="list-style-type: none"> •Recognise there is advice and guidance to help keep people safe in different places and situations •Describe and demonstrate ways they and others can keep physically safe in different places and situations (such as near roads, railways, water, building sites, around fire/fireworks) 	<ul style="list-style-type: none"> •Explain what is meant by risk, danger and hazard •Identify risk in a range of situations •Describe steps that can be taken to reduce the risk or avoid danger •Assess whether they are able to manage the risk themselves and if not, who is responsible •Identify if, when and how to report potential risks, dangers and hazards to others 	<ul style="list-style-type: none"> •Explain how people can be prepared for danger and how to keep safe in different places •Describe situations when following the safety rules might be more challenging •Identify when, how and who to alert if safety is (potentially might become) compromised •Workshop: Pedestrian Skills 	<ul style="list-style-type: none"> •Workshop: St John’s Ambulance (includes skills needed in an emergency and basic first aid) •Workshop: Bikeability (includes strategies for managing personal safety in the local environment)

PSHE Progression Map

	Influences on behaviour (including peer pressure and the media) (KS2)					<ul style="list-style-type: none"> •Recognise that pressure to do something can come from others or from within themselves •Recognise that there can be positive and negative pressure 	<ul style="list-style-type: none"> •Recognise feelings that suggest there is negative pressure - something may be unhealthy or dangerous •Describe some different ways to manage or resist pressure •Identify who they can talk to if feeling under pressure 	<ul style="list-style-type: none"> • Identify different influences on the behaviour of children their age •Identify how peers' behaviour and other sources can influence their own behaviour •Explain or demonstrate skills they can use if they feel under pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or that they believe to be wrong 	<ul style="list-style-type: none"> •Workshop: Stay Safe - Diverse Voices (includes online safety, drugs, peer pressure, keeping safe)
	Online safety Mobile phones Photo Sharing Privacy	<ul style="list-style-type: none"> •Being kind to each other with adult support 	<ul style="list-style-type: none"> •Being kind to each other 	<ul style="list-style-type: none"> •Know what personal information is and the importance of keeping personal information private •Know 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 	<ul style="list-style-type: none"> •Identify why it is important to keep some things private, for example passwords (online safety) •Know 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 •Understand why social media, some computer games and online gaming, for example, are age restricted 	<ul style="list-style-type: none"> •Recognise that they should always report things that mean they or others may not be safe •Identify different ways asking for help – including online 	<ul style="list-style-type: none"> •Explain that there are rules to help keep people safe online and the importance of following these •Explain why it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others) •Explain the importance of reporting something unsettling, upsetting or unsafe to an adult they trust 	<ul style="list-style-type: none"> •Recognise the importance of managing their own use of their mobile phone •Identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends) •Explain how to respond if someone they don't know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image 	<ul style="list-style-type: none"> •Workshop: Stay Safe - Diverse Voices (includes online safety, drugs, peer pressure, keeping safe)