

PSHE Progression Map

Term	Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Autumn Term Relationships	Feelings, emotions and empathy	<ul style="list-style-type: none"> Shows sensitivity to others' needs and feelings Talks about how they and others show feelings 	<ul style="list-style-type: none"> Demonstrates how faces and bodies show feelings Uses simple descriptions to describe how they are others are feeling 	<ul style="list-style-type: none"> Lists a range of feelings people experience Recognises that it is important to share feelings with others 	<ul style="list-style-type: none"> Gives examples of a wider range of feelings Describes how different feelings can make people behave 	<ul style="list-style-type: none"> Describes how feelings can affect thoughts and behaviour Explains what makes feelings better or worse/what helps/doesn't help 	<ul style="list-style-type: none"> Explains 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"> Explains the benefits (to self and others) of recognising/responding appropriately to our own and others' feelings (including self-regulation) Empathises with others who are experiencing difficult or challenging feelings 	<ul style="list-style-type: none"> Knows that relationships can cause strong feelings and emotions (including sexual attraction)
	Actions, behaviour and consequences	<ul style="list-style-type: none"> Talks about their own and others' behaviour, and its consequences Knows that some behaviour is unacceptable 	<ul style="list-style-type: none"> Gives examples of when something is fair and unfair and can say why Explains what is meant by right and wrong (behaviour) 	<ul style="list-style-type: none"> Recognises when behaviour is not ok and identifies what they can do in such situations and afterwards, including identifying when and who to tell Describes or demonstrates simple strategies to help manage their own behaviour 	<ul style="list-style-type: none"> Describes how one person's actions can affect another person, or a group of people Identifies why it is important to 'think before we act' 	<ul style="list-style-type: none"> Explains how their actions or choices can hurt others on the outside and on the inside Identifies and demonstrates behaviours and actions that show respect for self and others 	<ul style="list-style-type: none"> Explains how someone's actions might have consequences for themselves, family, friends, wider community Explains the importance of 'stopping', 'taking a step back' and asking 'What if...' 	<ul style="list-style-type: none"> Gives examples of the wider impact of both positive and negative actions on others Describes what can help people in 'moments' when they have to make decisions about what action they will take 	<ul style="list-style-type: none"> *See KS3 spring term - Agreeing and disagreeing Anti-social behaviour
	Cooperating, resolving conflict/arguments Listening to/respecting other views/opinions	<ul style="list-style-type: none"> Plays co-operatively, taking turns with others Takes account of one another's ideas about how to organise their activity 	<ul style="list-style-type: none"> Demonstrates how to play cooperatively with others Describes and demonstrates how to listen to other people 	<ul style="list-style-type: none"> Gives reasons why it is important work and play well together Shares their ideas and thoughts, opinions and views with a partner, small group or the whole class 	<ul style="list-style-type: none"> Demonstrates strategies for solving arguments with peers Demonstrates working and discussing in groups and ensuring everyone's view is included 	<ul style="list-style-type: none"> Demonstrates negotiating a 'win-win' outcome Recognises 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"> Explains how negotiation and compromise benefit others as well as themselves Describes or demonstrates different ways to challenge viewpoints or raise their own concerns with others 	<ul style="list-style-type: none"> Demonstrates language to use to give constructive feedback to others in negotiation/ compromise situations Demonstrates strategies that can be used to challenge viewpoints or raise concerns in a positive, and non-threatening manner 	<ul style="list-style-type: none"> Further develops and rehearses the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise Develops the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness

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Bullying (including online) and discrimination	<ul style="list-style-type: none"> •Understanding we are all similar and different 	<ul style="list-style-type: none"> •Knows that hurtful teasing and bullying is wrong •Identifies whom they might go to, what to say/how to tell if they are being teased or bullied 	<ul style="list-style-type: none"> •Describes how their bodies feel/what their bodies do when they feel uncomfortable or hurt •Describes the differences and similarities between being hurt physically and being hurt emotionally 	<ul style="list-style-type: none"> •Gives a definition of 'bullying' •Identifies how, where and when where hurtful teasing and bullying can happen (including online) •Identifies who to ask for help or report to, what to say and what will happen next 	<ul style="list-style-type: none"> •Recognises that bullying and aggressive can be online as well as occurring in physical life •Explains 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"> •Explains their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied 	<ul style="list-style-type: none"> •Recognises bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
Physical contact, personal boundaries	<ul style="list-style-type: none"> •Know our school rule 'safe' 	<ul style="list-style-type: none"> •Identifies different types of touch (cuddles, kisses, punches, pokes, tugs, strokes) •Describes 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"> •Recognises there are parts of their body that are private •Recognises they have a choice about being touched and the right to say 'no' if they don't feel comfortable •Explains that it is important to tell an adult they trust if they are worried or upset 	<ul style="list-style-type: none"> •Explains that everyone has a right to have their 'body space' respected and that they should respect others body space •Explains 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"> •Recognises 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 •Recognises how it feels when someone's mind or body is telling them that they are not comfortable / happy about someone else's behaviour •Describes strategies someone can use to prevent or stop unacceptable physical contact 	<ul style="list-style-type: none"> •Identifies 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) •Identifies sources of help/advice in school, outside school, locally, nationally by phone and online 	<ul style="list-style-type: none"> •Knows that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected •Knows how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent

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<p>Confidentiality, privacy and secrets (including online)</p>	<ul style="list-style-type: none"> •Children learn to ask adults for help 	<ul style="list-style-type: none"> •Explains what a secret is and what it means to keep a secret •Explains what a surprise is and what it means to keep a surprise 	<ul style="list-style-type: none"> •Gives examples of surprises that are nice to keep secret (until everyone finds out about them) •Explains 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"> •Recognises 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 •Recognises that even if they have agreed, they can and should still tell a teacher •Identifies how people can keep privacy in different contexts (including online) 	<ul style="list-style-type: none"> •Identifies strategies for speaking up if a secret should not be kept •Gives examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence •Explains why it is important to respect privacy 	<ul style="list-style-type: none"> • Explains 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 •Explains 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"> •Evaluates all the reasons they can identify for keeping something confidential or secret •Explains why keeping a secret might compromise personal safety or the safety of others •Explains why the need for privacy changes as they get older (grow from child to teenager) •Explains what to do if something that should have been kept private is shared more widely (including online) 	<ul style="list-style-type: none"> •Establishes clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy •Knows how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns
<p>Equality and challenging stereotypes Respecting differences and similarities</p>	<ul style="list-style-type: none"> •Knows that other children don't always enjoy the same things, and are sensitive to this 	<ul style="list-style-type: none"> •Describes basic similarities and differences between class members •Recognises that everyone is equal 	<ul style="list-style-type: none"> •Identifies some things that contribute to their identity •Describes or demonstrate ways of showing respect to people who are different to them 	<ul style="list-style-type: none"> •Gives a simple definition of what is meant by 'stereotype' •Recognises some different kinds of stereotypes (such as gender stereotypes) 	<ul style="list-style-type: none"> •Identifies when stereotypes are challenged and explain how this helps to break down the stereotype •Explains why it is important for stereotypes to be challenged 	<ul style="list-style-type: none"> • Describes the potential consequences of discrimination including how this might make people feel and act •Describes how the school community tries to ensure everyone is included and nobody is excluded or discriminated against 	<ul style="list-style-type: none"> •Explains 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 •Explains that everyone is equal no matter their identity and explains or demonstrates ways we can value others who are similar or different from us •Suggests ways we can be more inclusive and why we should work towards this 	<ul style="list-style-type: none"> •Knows the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities •Knows strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives

PSHE Progression Map

	Special people Healthy/positive relationships with families and friends	<ul style="list-style-type: none"> •Forms positive relationships with adults and other children 	<ul style="list-style-type: none"> •Identifies their special people in their lives •Describes what makes them special 	<ul style="list-style-type: none"> •Describes the various groups and communities that their special people belong to •Describes the different kinds of ways people care for each other 	<ul style="list-style-type: none"> •Identifies the types of relationship they have with those who are important to them (e.g. family, friends, neighbours etc.) •Describes how people in different relationships show they care for and value each other 		<ul style="list-style-type: none"> •Identifies some signs that a relationship is not healthy •Recognises 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"> •Explains the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship •Describes the skills that each person needs to ensure that relationships stay positive and healthy •Explains how relationships can change (as we grow up or as circumstances change) 	<ul style="list-style-type: none"> •Knows the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) •Knows features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)
	Recognising and managing dares (KS2)				<ul style="list-style-type: none"> •Explains what a 'dare' is •Describes feelings they may have about being given a 'dare' or daring someone else 	<ul style="list-style-type: none"> •Explains whether dares always put someone under pressure •Explains why no one should ever feel the need to agree to do a dare 	<ul style="list-style-type: none"> • Explains 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 •Describes 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"> •Works as part of a group or class, and understand and follow the rules 	<ul style="list-style-type: none"> •Explains what 'rules' means and how they will help us 	<ul style="list-style-type: none"> •Explains how class/group rules help them to learn and make the classroom a safe place 	<ul style="list-style-type: none"> •Gives reasons and practical examples for why different rules are needed in different situations •Gives reasons for why rules and laws are made and why they are important •Identifies what might happen if rules and laws are broken 	<ul style="list-style-type: none"> •Identifies issues that concern them in school and what they can do about them, including making or changing rules •Gives examples of ways in which everyone has a say in making rules / laws 	<ul style="list-style-type: none"> • Gives example of how rules and laws are made and enforced •Explains what is meant by a democracy • Visit: Royal Courts of Justice 	<ul style="list-style-type: none"> •Identifies who helps to uphold rules and laws in our local community / wider community •Explains how the democratic process works in Britain (voting system, political parties, Parliament) •Explains 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, 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 •Identifies some of the needs of all living things (including themselves and/or pets/animals) 	<ul style="list-style-type: none"> •Identifies some needs (rights) of pupils in the classroom •Describes some of the different responsibilities to support the needs of others •Identifies who to talk to if responsibilities are not being carried out and rights are not being met 	<ul style="list-style-type: none"> •Explains that human rights are there to protect everyone and this is why they exist •Identifies some of the rights of the child (UN Declarations of the Rights of the Child) •Describes how some of the Rights of the Child relate to their daily lives 	<ul style="list-style-type: none"> •Recognises the relationship between rights and responsibilities •Recognises what is meant by a 'basic human right' •Explains why it is very important that people speak out about human rights 	<ul style="list-style-type: none"> • Identifies that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices) •Describes the responsibility people have to protect human rights – especially if rights are being ignored 	<ul style="list-style-type: none"> •Identifies that cultural practices which can harm others (such as FGM and forced marriage) do exist •Recognises that these are illegal in British law and go against human rights •Identifies what to do if they come across ideas or beliefs that are in conflict with human rights 	<ul style="list-style-type: none"> •Knows about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored

PSHE Progression Map

	Groups and communities	<ul style="list-style-type: none"> • Looking at similarities and differences between themselves and their friends 	<ul style="list-style-type: none"> • Identifies the different groups they belong to (friends, year group, faith) • Identifies the roles within them (friends, pupil, member, leader) • Identifies the range of different jobs people in the local community do 	<ul style="list-style-type: none"> • Describes how it feels to be a member of a group and what they do • Knows the benefits of community participation on mental happiness and wellbeing • Describes the different rights and responsibilities they have in the groups they belong to 	<ul style="list-style-type: none"> • Gives a definition what 'community' means • Identifies how their help makes a difference to other members of the community 	<ul style="list-style-type: none"> • Recognises that we all belong to different communities as well as our school community • Describes 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"> • Identifies different organisations that support school communities, i.e. governors, local government, national government and their role in helping communities to thrive and grow • Gives examples of the difference that this kind of work makes to individuals, communities and the local environment • Identifies how pressure groups aim to lead social change 	<ul style="list-style-type: none"> • Explains 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 similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Recognises that they are unique – there is no-one exactly like them • Recognises some of the things they have in common with others, including physical similarities 	<ul style="list-style-type: none"> • Identifies 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"> • Gives an examples of their own family/community customs or traditions • Compares their own traditions to those of people in other places and say how they are similar or different 	<ul style="list-style-type: none"> • Identifies different traditions that relate to entry into adulthood / adolescence and different celebrations • Explains how we show respect and appreciate the traditions of other cultures 	<ul style="list-style-type: none"> • Describes what the lives of people living in other places around the UK / the world may be like • Describes some of the values and customs of a group of people living somewhere else in the world • Gives examples of differences and similarities between their life and the lives of people living in other places 	<ul style="list-style-type: none"> • Describes what makes the UK a richly diverse community and the benefits • Recognises the wide range of influences that have shaped the heritage of the UK • Explains 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"> ●Getting on and falling out 	<p>*See Y1 autumn term - Cooperating, resolving conflict/arguments</p>	<p>*See Y2 autumn term - Cooperating, resolving conflict/arguments</p>	<ul style="list-style-type: none"> ●Knows what anti-social behaviour is and how it can affect people ●Knows how to get help or support 	<ul style="list-style-type: none"> ●Identifies the impact that anti-social and aggressive behaviour could have in school and in the wider community (the environment and people) ●Identifies the potential consequences of anti-social and aggressive behaviour for the people involved 	<ul style="list-style-type: none"> ● Describes the potential physical, social and emotional consequences of anti-social and aggressive behaviours on others ●Identifies how they can respond to or challenge, anti-social / aggressive behaviour 	<ul style="list-style-type: none"> ●Justifies why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong ●Explains what someone can do if they are at risk of getting involved in anti-social behaviour themselves 	<ul style="list-style-type: none"> ●Knows about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so
	The 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"> ●Identifies what the local environment is like 	<ul style="list-style-type: none"> ●Gives examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.) ●Gives 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"> ●Identifies what the earth’s resources are used for (electricity, heating, food, paper, fuel etc.) ●Describes 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"> ●Recognises that there is limited supply of the earth’s resources and the importance of sustainability ●Identifies and explain their own environmental responsibilities and the difference this can make 		<ul style="list-style-type: none"> ●Describes the different ways that decisions about the allocation of resources affects individuals, communities ●Justifies their views and opinions of how resources should be allocated 	

PSHE Progression Map

The media Online safety	<ul style="list-style-type: none"> •Asking adults for help 	<ul style="list-style-type: none"> •Knows that if they ever feel worried about anything that happens online, they should seek help from a trusted adult 	*See Y2 summer term – Online safety	<ul style="list-style-type: none"> •Identifies 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"> •Identifies that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip) •Gives 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"> • Uses sound judgment before accepting free offers and downloading music, images or movies over the Internet •Understands the consequences of plagiarism and cyber piracy 	<ul style="list-style-type: none"> •Evaluates the different ways our views and choices are influenced (including via the wider media and social media) •Explains how the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people) •Explains steps people can take to challenge some of the ways in which information is presented 	<ul style="list-style-type: none"> •Recognises the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)
Finance and consumers (Y5 & Y6)						<ul style="list-style-type: none"> •Identifies 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) •Identifies 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"> •Explains why people may borrow money (e.g. loans, credit cards) •Explains the differences between credit and debt and what is meant by ‘interest’ •Identifies where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money •Explains how money is used in this way to meet the needs of everyone, including the vulnerable members of society •Identifies ways they are ‘tax payers’ (e.g. VAT on some things they purchase) 	<ul style="list-style-type: none"> •Assesses and manages risk in relation to financial decisions that young people might make •Explores social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others’ economies and environments)

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Summer Term Health and Wellbeing	Healthy eating Balanced diet Physical activity Sleep Dental health (KS1)	<ul style="list-style-type: none"> •Knows the importance of a healthy diet. •Knows the importance for good health of physical exercise 	<ul style="list-style-type: none"> •Lists favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation •Describes how physical activity and sleep helps their bodies to grow and them to feel well •Describes how they can take care of their dental health 	<ul style="list-style-type: none"> •Recognises how good health depends on physical activity (including time outdoors), rest, healthy eating •Identifies the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth •Identifies the impact on people don't look after their bodies 	<ul style="list-style-type: none"> •Identifies what food they think should be eaten regularly to maintain good health •Identifies what or who helps them decide what to eat and drink 	<ul style="list-style-type: none"> •Explains what is meant by a balanced diet for health and wellbeing •Describes who or what influences their choices about food •Identifies when they have opportunities to make choices about food and drink 	<ul style="list-style-type: none"> •Describes situations when making a healthy choice can be more challenging • Describes how people can make informed decisions about what to eat or drink 	<ul style="list-style-type: none"> •Explains how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional •Explains the variety of ways people might be influenced in their choices about food and drink (e.g. advertising, religion, culture, location, availability, cost, health) •Describes a range of hygiene routines that help keep good health and wellbeing 	<ul style="list-style-type: none"> •Knows what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting) •Knows the benefits of physical activity and exercise and the importance of sleep • Knows importance of and ways of taking increased responsibility for their own physical health and personal hygiene
	Mental wellbeing Emotional health Balanced lifestyle Self-care	<ul style="list-style-type: none"> •Talks about ways to keep healthy •Manages their own basic hygiene and personal needs successfully 	<ul style="list-style-type: none"> •Identifies some ways of taking care of themselves on a daily basis •Identifies some choices they can make to help improve how they feel 	<ul style="list-style-type: none"> •Identifies some of the consequences of different choices, both good and not so good •Describes how it feels to make a choice that is good for our bodies 	<ul style="list-style-type: none"> •Recognises what is meant by a 'balanced lifestyle' •Describes 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"> •Identifies what can influence people's choices about their health •Identifies steps that help make an informed choice 	<ul style="list-style-type: none"> • Explains what can affect health and wellbeing •Identifies choices that can have positive, neutral and negative consequences on a person's health and wellbeing 	<ul style="list-style-type: none"> •Analyses the positive and negative influences on choices related to health •Describes the influence of media advertising / celebrity culture on health and lifestyle choices 	<ul style="list-style-type: none"> •Knows the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies; •Knows the causes and triggers for unhealthy coping strategies
	Achievements/strengths Targets/goals	<ul style="list-style-type: none"> •Plan, do, review 	<ul style="list-style-type: none"> •Identifies what they are good at •Identifies what they need help with •Sets simple targets 	<ul style="list-style-type: none"> •Recognises that it is ok to make mistakes and that they are part of learning •Sets themselves realistic but challenging personal goals and reviews targets 	<ul style="list-style-type: none"> •Reflects on their achievements and describe what they are proud of •Describes aspirations for the end of term/school year and how they will know if they have achieved them 	<ul style="list-style-type: none"> •Recognises their worth by identifying positive things about themselves and what they are proud of •Identifies personal strengths that will help them achieve their goals 	<ul style="list-style-type: none"> • Describes steps they can take to improve •Explains how making mistakes along the way can help them to learn 	<ul style="list-style-type: none"> •Describes different ways of celebrating achievements and analyse which might help to motivate •Identifies their personal goals and describe aspirations for secondary school or beyond 	<ul style="list-style-type: none"> •Knows the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to KS3)

PSHE Progression Map

	Managing feelings Conflicting emotions Seeking help/support	<ul style="list-style-type: none"> •Says when they do or don't need help 	<ul style="list-style-type: none"> •Explains what makes them feel good and what makes them feel not so good •Identifies the people who look after them in school and outside of school (immediate family or wider family networks) 	<ul style="list-style-type: none"> •Identifies strategies to help manage different feelings, especially when feeling not so good •Identifies 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"> •Describes how different feelings are experienced in their bodies •Recognises that people can also have lots of different feelings all at once (such as at times of change) •Recognises the importance of sharing their feelings 	<ul style="list-style-type: none"> •Describes feelings according to their intensity • Identifies when feelings (good or not so good) might be overwhelming and describe how this can feel •Explains the importance of noticing different feelings 	<ul style="list-style-type: none"> • Recognises when conflicting thoughts and emotions often occur (such as at times of change or if we feel 'torn' about what to do about something) •Identifies a range of appropriate ways that people can express conflicting feelings and why this is important 	<ul style="list-style-type: none"> •Explains the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome •Identifies that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available 	
	Change/transition Divorce, bereavement and loss	<ul style="list-style-type: none"> • Adjusts their behaviour to different situations, and take changes of routine in their stride 	<ul style="list-style-type: none"> •Gives examples of times when people experience change (e.g.: new baby brother or sister, moving to a new class) •Identifies how this can feel 	<ul style="list-style-type: none"> •Identifies some ways to manage feelings associated with change and loss •Recognises ways they can comfort or be sensitive to the needs of others who have experienced change or loss 	<ul style="list-style-type: none"> •Identifies what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better •Recognises the importance of sharing and expressing feelings about change or loss, and some ways of doing this 	<ul style="list-style-type: none"> • Recognises that change is a natural part of life •Describes some ways people express feelings when there is change, and of sadness and loss •Demonstrates empathy towards others and their feelings 	<ul style="list-style-type: none"> •Describes times that involve change and transition •Recognises what grief is and how this can feel for people •Identifies the importance of treasuring and sharing memories 	<ul style="list-style-type: none"> •Identifies practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school) •Describes what help people to cope with the feelings associated with loss, change and transition •Identifies appropriate places to ask for help and support for different aspects of change 	<ul style="list-style-type: none"> •Understands that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment • Manages growth and change as normal parts of growing up

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- doctors, vets 	<ul style="list-style-type: none"> •Identifies what goes on to and into people’s bodies and how this can make people feel •Recognises that household products (including medicines) can be harmful if not used correctly 	<ul style="list-style-type: none"> •Identifies some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin) •Explains how to keep safe when taking medicines and around other household substances •Explains that household products and medicines can be harmful if used incorrectly 	<ul style="list-style-type: none"> •Recognises what is meant by ‘a drug’ (give a definition of ‘drug’) •Recognises that drugs change the way people feel (for example, more relaxed or more energised) •Identifies some of the risks associated with drugs common in everyday life 	<ul style="list-style-type: none"> •Identifies some of the laws relating to drugs seen in everyday life •Explains someone might choose or not choose to use a drug •Identifies alternatives to using drugs •Identifies different behaviours around drug use and when a drug can become harmful 	<ul style="list-style-type: none"> •Explains how some habits can help us to maintain healthy lifestyles but that some habits are less healthy •Recognises that there is help for people who want to change or stop habits •Lists commonly available legal substances and drugs used in everyday life •Gives reasons why someone might use a drug •Recognises that there are laws around substances and drugs – some may be restricted and some are illegal to own, use or give to others •Identifies 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) 	<ul style="list-style-type: none"> • Knows the positive (for example the treatment or eradication of disease) and negative (for example dependency) roles played by drugs in society (including alcohol)
	<p>Safety and risk (including local environment – road/bike safety) Getting help and emergencies</p>	<ul style="list-style-type: none"> • Talks about ways to keep safe •Scooterability- staying safe on scooters 	<ul style="list-style-type: none"> •Demonstrates an understanding that they have a right to ‘be safe on the outside’ and ‘feel safe on the inside’ •Identifies the adults in school, at home and in the wider environment who help keep them safe in different places and situations •Identifies that 999 is an emergency number (Y1 spring term) 	<ul style="list-style-type: none"> •Identifies potential unsafe situations and steps they can take to avoid or remove themselves from them •Demonstrates 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"> •Recognises there is advice and guidance to help keep people safe in different places and situations •Describes 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"> •Explains what is meant by risk, danger and hazard •Identifies risk in a range of situations •Describes steps that can be taken to reduce the risk or avoid danger •Assesses whether they are able to manage the risk themselves and if not, who is responsible •Identifies if, when and how to report potential risks, dangers and hazards to others 	<ul style="list-style-type: none"> •Explains how people can be prepared for danger and how to keep safe in different places •Describes situations when following the safety rules might be more challenging •Identifies 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) 	<ul style="list-style-type: none"> •Understands and manage risk within the context of personal safety, especially accident prevention and road and cycle safety

PSHE Progression Map

	Influences on behaviour (including peer pressure and the media) (KS2)				<ul style="list-style-type: none"> •Recognises that pressure to do something can come from others or from within themselves •Recognises that there can be positive and negative pressure 	<ul style="list-style-type: none"> •Recognises feelings that suggest there is negative pressure - something may be unhealthy or dangerous •Describes some different ways to manage or resist pressure •Identifies who they can talk to if feeling under pressure 	<ul style="list-style-type: none"> • Identifies different influences on the behaviour of children their age •Identifies how peers' behaviour and other sources can influence their own behaviour •Explains 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) 	<ul style="list-style-type: none"> •Recognises peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
	Online safety Mobile phones Photo Sharing Privacy	<ul style="list-style-type: none"> •Being kind to each other 	<ul style="list-style-type: none"> •Knows what personal information is and the importance of keeping personal information private •Knows 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"> •Identifies why it is important to keep some things private, for example passwords (online safety) •Knows 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 •Understands why social media, some computer games and online gaming, for example, are age restricted 	<ul style="list-style-type: none"> •Recognises that they should always report things that mean they or others may not be safe •Identifies different ways asking for help – including online 	<ul style="list-style-type: none"> •Explains that there are rules to help keep people safe online and the importance of following these •Explains why it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others) •Explains the importance of reporting something unsettling, upsetting or unsafe to an adult they trust 	<ul style="list-style-type: none"> •Recognises the importance of managing their own use of their mobile phone •Identifies the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends) •Explains 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) 	<ul style="list-style-type: none"> •Knows the importance of protecting their own and others' reputations; protecting their 'online presence': the concept of having a personal 'brand' that can be enhanced or damaged •Assesses and manage risk in relation to financial decisions that young people might make