

PSHE Progression Map

Health & Well-being (Physical)							
Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
<p>I have further knowledge and understanding of the effects that food and physical activity can have on health.</p> <p>I have further knowledge and understanding of the ways I can keep myself safe in the locality.</p> <p>I have further knowledge and understanding of ways I can help others to keep themselves healthy and safe.</p> <p>I have strategies to resist the pressures from</p>	<p>I know the definition of drugs and can describe some of the things that drugs do.</p> <p>I understand some of the effects and dangers of alcohol.</p> <p>I understand that caffeine is a legal drug that has to be managed sensibly.</p> <p>I know the dangers of smoking and have skills to help me to resist the temptation to smoke.</p> <p>I know the dangers of cannabis and I understand that it is an illegal drug.</p>	<p>I can explain more risks in our locality.</p> <p>I can talk about how to manage those risks.</p> <p>I understand how to call for emergency aid.</p> <p>I can undertake basic first aid procedures.</p> <p>I can explain what is meant by the term 'habit'.</p> <p>I can explain why habits can be so hard to change.</p>	<p>I can explain that bacteria and viruses can affect health.</p> <p>I understand that some illnesses are passed on from others whereas other kinds are not.</p> <p>I can explain terms like risk, danger, hazard</p> <p>I can assess risks in different situations.</p> <p>I can assess how to manage risks including a sense for road use.</p> <p>I can explain why our school has</p>	<p>I can feel the effect of exercise on my body.</p> <p>I can explain why physical activity is healthy.</p> <p>I can say what physical activity I enjoy.</p> <p>I can explain what choices I make that are healthy.</p> <p>I can explain the different kind of food that I should eat.</p> <p>I can explain how some foods can harm my body. I can make healthy</p>	<p>I can explain why it is important to keep clean.</p> <p>I understand some basic hygiene routines.</p> <p>I understand some areas in which I can look after myself e.g. dressing and on dressing.</p> <p>I understand the need for keeping my teeth clean.</p> <p>I understand the need for rest and sleep.</p> <p>I can say what things might be harmful at home.</p>	<p>Children to have the opportunity to:</p> <p>Learn how we keep ourselves healthy through food, drink, exercise, personal hygiene, self-care routines</p> <p>Learn about the professionals that help us</p> <p>Recognise things we are good at and verbalise these to others</p> <p>Set ourselves goals for what we would like to achieve</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>

<p>others to act in unsafe or unhealthy ways.</p>			<p>rules to keep us safe and healthy.</p> <p>I know that some hazards I should point out to adults.</p> <p>I know who to ask for help at home, school and out in the locality.</p>	<p>choices in my food.</p> <p>I can describe how to look after particular parts of the body.</p> <p>I can explain why it is important to keep clean.</p> <p>I can describe and carry out basic hygiene.</p> <p>I know what to take responsibility for and when to ask for help.</p> <p>I can explain what things adults can do that a baby can't.</p>	<p>I can say what things can be harmful if not used properly.</p> <p>I can say where in school I feel safe.</p> <p>I can identify where in the locality I feel safe and why e.g. canal, river, pond, railway, road.</p>	<p>Manage their own needs. - personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>	<p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</p>
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Health and Well-being (RSE)

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
<p>I can label male and female reproductive body parts.</p> <p>I can explain how and why the body changes during puberty in preparation for reproduction.</p> <p>I understand what makes positive, healthy relationships.</p> <p>I can discuss different types of adult relationships with confidence.</p> <p>I know what forms of touching are appropriate and inappropriate.</p> <p>I can describe some of the decisions that have to be made</p>	<p>I know when puberty is likely to happen.</p> <p>I can explain the main emotional and physical changes that happen during puberty.</p> <p>I know when puberty happens.</p> <p>I can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen.</p> <p>I know that young people can experience puberty differently and at different times.</p> <p>I can describe some of the</p>	<p>I can describe the human life cycle.</p> <p>I can describe some of the changes that happen as we grow up.</p> <p>I can explain how puberty fits into the human life cycle.</p> <p>I can identify which parts of the body changes during puberty.</p> <p>I can describe some of the physical differences between the children and teenagers.</p> <p>I understand that's going through puberty can affect</p>	<p>I can tell the difference between a male and female babies and children.</p> <p>I can name a male and female body parts using agreed scientific words.</p> <p>I understand why males and females have different private parts.</p> <p>I can identify different types of touch that people are like and dislike.</p> <p>I can talk about ways of dealing with unwanted touch.</p> <p>I can identify the similarities and differences between different types of families.</p>	<p>I can describe some of the similarities and differences between boys and girls.</p> <p>I understand that some people have fixed ideas about what boys and girls can do.</p> <p>I can describe some differences between a male and female animals .</p> <p>I understand that making on you life needs a male and a female .</p> <p>I can name the main body parts including the male and female private parts, with confidence.</p>	<p>I can describe good and not so good feelings and ways I can manage them to make me feel better.</p> <p>I understand how to keep myself clean.</p> <p>I understand why personal hygiene is important.</p> <p>I can identify similarities and differences between myself and the opposite gender.</p> <p>I know about growing and changing and that babies grow into children and then into adults.</p> <p>I can describe my family and understand why</p>	<p>Understand how we grow and change over time</p> <p>Understand how we can keep ourselves safe when out and about</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>

<p>before having a baby.</p> <p>I know some of the basic facts about pregnancy.</p> <p>I know when it is appropriate to share personal information in a relationship.</p> <p>I know where and how to get support if an online relationship goes wrong.</p>	<p>different emotions young people can have at puberty and how they might manage them.</p> <p>I know how to stay clean during puberty.</p> <p>I know how to get help and support during puberty.</p> <p>I know how puberty can affect our bodies and our feelings.</p> <p>I understand that children change into adults so that they are able to reproduce and puberty is a part of this process.</p> <p>I recognise that becoming more independent can also mean having more risks.</p>	<p>our bodies and our feelings.</p> <p>I understand that children change into adults so that they are able to reproduce and puberty is a part of this process.</p> <p>I recognise that it be coming more independence can also mean having more responsibility for looking after myself.</p>	<p>I understand that it is important to respect the differences between families.</p> <p>I can identify my special people [family, friends, carers] and what makes them special.</p> <p>I know how my family should care for one another and who we can go for help and support</p>	<p>I understand it is important to look after my body because that can help me have a healthy lifestyle.</p> <p>I understand that everyone's body is different and that we celebrate differences.</p>	<p>everyone's family is special.</p> <p>I can identify which people look after me, who to go to if I am worried and how I can help them to look after me.</p>		
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Relationships (Social)

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
<p>I have given thought to the people I will meet in the future and how I will respond to them.</p> <p>I have the skills and confidence to know when to ask for help and who to ask in various situations in the future.</p> <p>I have the skills to work cooperatively with others.</p> <p>I have developed strategies to resolve disputes and conflicts to benefit others as well as myself.</p>	<p>I know the differences between confidential and secret.</p> <p>I am confident to praise and support and to raise any concerns, appropriately.</p> <p>I can handle pressure from others to do what I know to be wrong or unkind or damaging.</p> <p>I am aware of the nature and consequences of discrimination,</p>	<p>I have explored different types of relationships.</p> <p>I understand the difference between secrets and surprises. Stereotypes: reflecting on what we think about differences. How language plays a part in this.</p> <p>I know how to protect myself against cyber bullying</p>	<p>I can recognise a wide range of feelings in others.</p> <p>I can respond appropriately to a wide range of feelings in others.</p> <p>I know how to make and keep friends.</p> <p>I have thought about when it is better to stop being friends with someone.</p> <p>I know what to do if I am a witness to a bullying.</p> <p>I can listen to other children and respond appropriately whether I agree or disagree with that viewpoint</p>	<p>I have strategies that I can use to resolve a simple arguments or disagreements through negotiation.</p> <p>I know and value of the different groups to which I belong.</p> <p>I can identify some of the many differences between children in our class.</p> <p>I can identify when I am unhappy /uncomfortable.</p> <p>I can I know how to report experiences that I was not comfortable or happy with at school and at home.</p>	<p>I can describe who a friend is and what a friend does.</p> <p>I can demonstrate some skills needed to make and maintain friendships.</p> <p>I can describe and begin to value individuality and to recognise and celebrate my emotions, gifts and talents.</p> <p>I can recognise the similarities and differences between myself and my peers.</p> <p>I can share my opinions with everyone in the class, at one time.</p>	<p>Children to have the opportunity to:</p> <ul style="list-style-type: none"> Talk about the people who are special to us Talk about the similarities and differences between ourselves and others Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Build constructive and respectful relationships 	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and</p>

					<p>I can say when I think something is fair or unfair, kind or unkind, right or wrong.</p> <p>I know what to do if I am unhappy with things that happen to me.</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p>	<p>rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns</p>
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Relationships (Emotional)

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
<p>I can't use simple relaxation techniques I understand the role of exercise in relaxation.</p> <p>I have reflected on and celebrate my achievements.</p> <p>I have thought about the future and our plans for success.</p> <p>I know when I need to ask for help.</p> <p>I know how to ask for help.</p> <p>I know who the best person to ask for help is.</p> <p>I have extended my vocabulary to enable me to explain both the</p>	<p>I can look at images and adverts in the media.</p> <p>I have explored the idea that choices can have positive, neutral and negative consequences.</p> <p>I have reflected on and celebrated my achievements.</p> <p>I can set high aspirational goals.</p> <p>I have thought about how it feels to not meet my goals and how to respond.</p> <p>I can use vocabulary to enable me to explain both the range and</p>	<p>I have experience of how to make informed choices and what might influence my choices and recognise that I may experience conflicting emotions.</p> <p>I have been reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</p> <p>I can reflect on and celebrate my achievements.</p> <p>I can identify areas for improvements will stop the line I have deepened my understanding of</p>	<p>I know what makes me feel good.</p> <p>I know what makes me feel bad I can say what food I like.</p> <p>I can explain why I eat other things also. I can make good food choices.</p> <p>I can identify and reflect on and celebrate my achievements and strengths.</p> <p>I know when I need to listen to my emotions.</p> <p>I know the importance of protecting a personal information, including passwords,</p>	<p>I know what I am good at.</p> <p>I can talk about my feelings.</p> <p>I can talk about change and loss and the associated feelings, including moving home.</p> <p>I recognise that choices can have good and not so good consequences.</p> <p>I can learn from my experiences.</p> <p>I can explain the new opportunities and responsibilities that increasing independence may bring.</p> <p>I can talk about my family networks</p>	<p>I understand and can explain the school's rules and ways of keeping physically and emotionally safe.</p> <p>I have begun to identify some of my feelings and recognised some of the ways I express them.</p> <p>I recognise how our feelings can influence our relationships friendships</p> <p>I realise that my words and actions can affect other people.</p> <p>I can set simple but challenging goals for myself.</p> <p>I can distinguish between good and</p>	<p>Children to have the opportunity to:</p> <p>Understand and recognise the different types of emotions</p> <p>Identify emotions in ourselves and others, and what we can do to support these</p> <p>Share how we are feeling with others and recognise where we can get help and support</p> <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>

<p>range and intensity of my feelings.</p>	<p>intensity of my feelings to others.</p> <p>I can ask for help clearly from appropriate people should I need to.</p> <p>I can identify some of the issues I will face when I change schools.</p> <p>I can identify those issues, which I am looking forward to and those, which I am not looking forward to.</p> <p>I have explored how to manage these conflicts.</p>	<p>good and not so good feelings.</p> <p>I have extended my vocabulary to enable me to explain more emotions and feelings.</p>	<p>addresses and images.</p> <p>I can use basic techniques for resisting pressure to do something dangerous, unhealthy, and things that make me feel anxious.</p>	<p>will stop relying I know how to attract the attention of people we trust</p> <p>I can express ways that I can help other people to look after them.</p> <p>I know that I share responsibility for keeping myself safe.</p>	<p>not so good feelings.</p> <p>I can talk about change and loss and the associated feelings e.g. losing toys, pets or friends.</p> <p>I can explain how people look after me at home and at school</p> <p>I have identified family members and friends and the roles that they play.</p> <p>I know who I can talk to at home and at school if I am sad.</p> <p>I know the differences between secrets and surprises.</p> <p>I understand not to keep adult secrets and when to say yes or no.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	
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Economic Wellbeing

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
<p>I know that good qualifications can lead to a more fulfilling and better paid job.</p> <p>I can't describe how having a job will allow me to achieve certain goals in my life.</p> <p>I know that money is deducted from my earnings to provide things we all need.</p> <p>I can describe some ways in which the government uses my money to provide for my needs and my local community.</p> <p>I'm beginning to understand pensions and can describe why</p>	<p>I know a range of different ways to pay for things; some may involve using credit and going into debt.</p> <p>I can plan and manage a more complex budget overtime.</p> <p>I know that people who sell me things try to make profit.</p> <p>I can recognise when people aim to influence my choices.</p> <p>I know what is meant by 'value for money'.</p> <p>I can make comparisons between prices when deciding what is 'value for money'.</p>	<p>I know why I might need money in the future.</p> <p>I know there is a range of jobs - paid and unpaid.</p> <p>I can describe different jobs that I might do to earn money when I'm older.</p> <p>I understand that some jobs pay more than others.</p> <p>I know about the range of different savings accounts and can explain how I might use financial institutions [banks, building societies etc]to make the most of my money.</p>	<p>I know that I can pay for things in a range of ways.</p> <p>I can describe other ways of making payments and understands the reason for them.</p> <p>I know there are different ways of keeping track of my money.</p> <p>I can plan and track my spending and saving by keeping accurate records.</p> <p>I know the choices I make about spending and saving money can be influenced by and have an impact on other people.</p>	<p>I understand the difference between a need and a want.</p> <p>I can't describe where money comes from e.g. earn, win, borrow, find, pocket money, presents.</p> <p>I am beginning to understand why we need to work to earn money when we are older.</p> <p>I know I have choices about how I spend my money.</p> <p>I can explore choices and make informed decisions about spending my money.</p> <p>I am beginning to understand that</p>	<p>I know the value of the coins and notes used in Britain.</p> <p>I am beginning to understand the cost of everyday items.</p> <p>I can recognise and choose the correct value of coins and notes to use.</p> <p>I am able to calculate change.</p> <p>I have learned the importance of keeping simple financial records e.g. recording the amount of money in my Money Box.</p> <p>I am aware of the differences between a need and want.</p>	<p>Children to have the opportunity to:</p> <p>Understand how our actions impact others</p> <p>Understand the effect we have on our local environment and planet</p> <p>Understand how we can look after our environment and how we can help make our planet a better place to live</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</p>

<p>having a pension is important later in life.</p> <p>I know how to keep and interpret basic financial statements e.g. bank statements</p> <p>I know the difference between manageable and unmanageable debt.</p> <p>I can explain the difference between credit cards, borrowing and saving.</p> <p>I know money has different values in different countries.</p> <p>I can calculate exchange rates.</p>	<p>I know there are financial risks associated with the Internet and other scams.</p> <p>I can describe some ways to keep my money and identify safe when using the Internet.</p> <p>I can calculate profit and loss.</p> <p>I understand why I should be a critical consumer and that my choices about spending and saving can affect others</p>	<p>I'm beginning to understand that managing money is complex and if I need help there are people who can help me.</p> <p>I know that if you don't have enough money you can borrow, but you have to pay it back.</p> <p>I understand that you can pay for things without having enough money, and this has consequences.</p> <p>I know what charities are for and how they can help others.</p>	<p>I'm beginning to understand that different people have different attitudes and feelings about spending and saving money.</p> <p>I'm beginning to know that some things are better value for money than others.</p> <p>I can make choices based on my own needs and resources.</p> <p>I understand that it may not be possible to have everything he wants straight away if at all.</p>	<p>we might not always be able to have things we want will stop the line I know that I can keep money in different places and that some are safer than others.</p> <p>I can choose different places to keep my money safe and explain why.</p> <p>I am beginning to understand the consequences of losing money and how it might make me feel.</p> <p>I know that I don't have to spend my money, I can save it to use it later will suck I understand why saving up for something is an appropriate choice to make.</p>	<p>I understand that money is a finite resource and needs to be managed.</p> <p>I am able to consider choices and make informed decisions about spending my money.</p> <p>I am beginning to understand the different choices some people make about what to do with their money.</p> <p>I appreciate that me and my family may need or want different things.</p>		
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Being a Responsible Citizen

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
<p>I know why and how rules and laws that protect me and others are made and enforced.</p> <p>I understand why different rules are needed in different situations.</p> <p>I know how I can take part in making and changing rules.</p> <p>I'm beginning to understand how the UK is governed.</p> <p>I know about local and national elections.</p> <p>I know how pressure groups work and their</p>	<p>I know what is meant by the term media.</p> <p>I am aware of a range of different types of media, including social networking.</p> <p>I am able to research issues, problems and events concerning health and wellbeing.</p> <p>I am able to look after alternative views and opinions.</p> <p>I'm beginning to understand how the media influences people's choices and decisions.</p> <p>I'm aware that people can feel</p>	<p>I know what is meant by the term media.</p> <p>I am aware of a range of different types of media, including social networking.</p> <p>I am able to research issues, problems and events concerning health and wellbeing.</p> <p>I am able to look after alternative views and opinions.</p> <p>I'm beginning to understand how the media influences people's choices and decisions.</p> <p>I'm aware that people can feel</p>	<p>I know the groups that make up the community I live in.</p> <p>I know what religious and ethnic identities that live throughout the UK.</p> <p>I know about a variety of institutions that support communities, locally and nationally.</p> <p>I know what can improve and harm the community.</p> <p>I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on</p>	<p>I know that people and others living things have needs.</p> <p>I understand the difference between a need and a want.</p> <p>I know about the United Nations convention on the rights of the child.</p> <p>I'm aware of some basic rights for children and young people.</p> <p>I'm aware of the need to protect children's rights in other countries and societies.</p> <p>I know that childhood looks different for many children in other parts of the world.</p>	<p>I am beginning to see how everyone contributes to the life of the classroom.</p> <p>I know what my responsibilities are as part of the class e.g. take turns, share, return things that have been borrowed.</p> <p>I can identify various groups that I belong to.</p> <p>I recognised that everyone is part of the community.</p> <p>I know ways that everyone is the same and different.</p> <p>I understand how basic rules in school and community</p>	<p>Children to have the opportunity to:</p> <p>Understand how our actions impact others</p> <p>Understand the effect we have on our local environment and planet</p> <p>Understand how we can look after our environment and how we can help make our planet a better place to live</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different</p>

<p>roles in a democratic society</p> <p>I'm aware that there are different rules in different communities and countries.</p> <p>I am able to see and respect other's points of view.</p> <p>I understand there are different systems of governments.</p> <p>I'm able to research and present information on rules and systems of governments.</p>	<p>pressured by media including social networking.</p> <p>I know how to keep myself safe and protect my personal identity online.</p> <p>I'm able to present information and offer recommendations concerning health and well-being.</p> <p>I'm able to explore and critique how the media presents information.</p>	<p>pressured by media including social networking.</p> <p>I know how to keep myself safe and protect my personal identity online.</p> <p>I'm able to present information and offer recommendations concerning health and well-being.</p> <p>I'm able to explore and critique how the media presents information.</p> <p>I'm able to research, discuss and</p>	<p>individuals and communities.</p> <p>I can think about the lives of people living in other places, and people with different values and customs.</p> <p>I can see and respect other people's points of view.</p>	<p>I have a beginning awareness of my responsibilities as a member of the class, my family and the wider community.</p>	<p>protects myself and others.</p> <p>I'm beginning to understand how rules are made.</p> <p>I'm aware of some basic things that people can do to improve or harm the local community and environment.</p> <p>I'm beginning to know what is meant by respect - for self and others. I'm beginning to know what is meant by 'bullying' and the consequences of this, for both 'victim' 'bully' and 'wider community'</p>		<p>countries in the world and talk about the differences they have experienced or seen in photos.</p>
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