



PSHRE Progression: EYFS



	0-12months	Typically 1 to 2 years.	Typically 2-3 years
Pre-Nursery	<ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Establish their sense of self. 	<ul style="list-style-type: none"> Thrive as they develop self-assurance. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Develop friendships with other children. Feel strong enough to express a range of emotions. 	<ul style="list-style-type: none"> Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Safely explore emotions beyond their normal range through play and stories. Be increasingly able to talk about and manage their emotions. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery	<ul style="list-style-type: none"> 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. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start to eat independently and learning how to use a knife and fork. Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Show interest in different occupations. 	<ul style="list-style-type: none"> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. Begin to understand how others might be feeling. Talk with others to solve conflicts. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Make healthy choices about food, drink, activity and tooth brushing. Begin to understand the need to respect and care for the natural environment and all living things. Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people.



	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> • Reception 	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Manage their own needs. • 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. • Understand that some places are special to members of their community 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Give focused attention to what the teacher says. Responding appropriately even when engaged in activity and show an ability to follow • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes, personal hygiene. • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • See themselves as a valuable individual. • Begin to make sense of their own life-story and family's history.
ELG	<p>Self Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs</p>		



PSHRE Progression: Key Stage 1



Physical Health and Mental Wellbeing		
	Year 1	Year 2
HEALTH AND WELLBEING	H1. about what keeping healthy means; different ways to keep healthy	H4. about why sleep is important and different ways to rest and relax
	H2. about foods that support good health and the risks of eating too much sugar	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
	H5. simple hygiene routines that can stop germs from spreading	H16. about ways of sharing feelings; a range of words to describe feelings
	H8. how to keep safe in the sun and protect skin from sun damage	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
	H10. about the people who help us to stay physically healthy	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
		H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
Growing and Changing		
	Year 1	Year 2
HEALTH AND WELLBEING	H11. about different feelings that humans can experience	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
	H12. how to recognise and name different feelings	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
	H13. how feelings can affect people's bodies and how they behave	H26. about growing and changing from young to old and how people's needs change
	H14. how to recognise what others might be feeling	H27. about preparing to move to a new class/year group
	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	
	H21. to recognise what makes them special	



	<p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p>	
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<u>Keeping Safe</u>		
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HEALTH AND WELLBEING	Year 1	Year 2
	<p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>H27. about preparing to move to a new class/year group</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>



Families and Friendships		
	Year 1	Year 2
RELATIONSHIPS	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R6. about how people make friends and what makes a good friendship
	R2. to identify the people who love and care for them and what they do to help them feel cared for	R7. about how to recognise when they or someone else feels lonely and what to do
	R3. about different types of families including those that may be different to their own	R8. simple strategies to resolve arguments between friends positively
	R4. to identify common features of family life	R9. how to ask for help if a friendship is making them feel unhappy
	R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	R24. how to listen to other people and play and work cooperatively

Safe Relationships		
	Year 1	Year 2
RELATIONSHIPS	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R11. about how people may feel if they experience hurtful behaviour or bullying
	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
	R15. how to respond safely to adults they don't know	R14. that sometimes people may behave differently online, including by pretending to be someone they are not
	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
		R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard



Respecting Ourselves and others		
	Year 1	Year 2
RELATIONSHIPS	R21. about what is kind and unkind behaviour, and how this can affect others	R23. to recognise the ways in which they are the same and different to others
	R22. about how to treat themselves and others with respect; how to be polite and courteous	R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them

Belonging to a Community		
	Year 1	Year 2
Living In The Wider World	L1. about what rules are, why they are needed, and why different rules are needed for different situations	L2. how people and other living things have different needs; about the responsibilities of caring for them
	L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people



Media Literacy and Digital Resilience

			Year 1		Year 2	
Living In The Wider World			L7. about how the internet and digital devices can be used safely to find things out and to communicate with others		L8. about the role of the internet in everyday life	
			L8. about the role of the internet in everyday life		L9. that not all information seen online is true	

Money and Work

			Year 1		Year 2	
Living In The Wider World			L14. that everyone has different strengths		L10. what money is; forms that money comes in; that money comes from different sources	
			L16. different jobs that people they know or people who work in the community do		L11. that people make different choices about how to save and spend money	
		L17. about some of the strengths and interests someone might need to do different jobs		L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want		
				L13. that money needs to be looked after; different ways of doing this		
				L15. that jobs help people to earn money to pay for things		



PSHRE: Key Stage 2

Physical Health and Mental Wellbeing		
	Year 3	Year 4
HEALTH AND WELLBEING	H1. how to make informed decisions about health	H2. about the elements of a balanced, healthy lifestyle
	H2. about the elements of a balanced, healthy lifestyle	H5. about what good physical health means; how to recognise early signs of physical illness
	H3. about choices that support a healthy lifestyle, and recognise what might influence these	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	
	H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	
	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	
	H17. to recognise that feelings can change over time and range in intensity	
	H18. about everyday things that affect feelings and the importance of expressing feelings	
	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	
Growing and Changing		
	Year 3	Year 4
HEALTH AND WELLBEING	H27. to recognise their individuality and personal qualities	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	H34. about where to get more information, help and advice about growing and changing, especially about puberty
	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	



Keeping Safe		
HEALTH AND WELLBEING	Year 3	Year 4
	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>

Families and Friendships		
RELATIONSHIPS	Year 3	Year 4
	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>



Safe Relationships

		Year 3	Year 4
RELATIONSHIPS		R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
		R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
		R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
		R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

Respecting Ourselves and Others

		Year 3	Year 4
RELATIONSHIPS		R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
		R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own



<u>Belonging to a Community</u>		
	Year 3	Year 4
Living In The Wider World	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
	L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities	L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community

<u>Media Literacy and Digital Resilience</u>		
	Year 3	Year 4
Living In The Wider World	L11. recognise ways in which the internet and social media can be used both positively and negatively	L13. about some of the different ways information and data is shared and used online, including for commercial purposes
	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information



Money and Work

Year 3

Year 4

Living In The Wider World

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L17. about the different ways to pay for things and the choices people have about this

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money