

PSHE Progression Map 2022



A Year Autumn Spring Summer

	Reception	Year 1 and 2 (KS1)	Year 3 and 4 (LKS2)	Year 5 and 6 (UKS2)
	Building relationships. Sharing. Caring for each other and the classroom environment. Understood basic hygiene routines. How to keep ourselves healthy: foods, exercise and tooth brushing. Playing together and taking turns.	<u>Bullying</u> R2 - Recognising their behaviour can affect others .R6 - Listening to others and working cooperatively. R11 - Identifying that people's bodies can be hurt. R12 - Recognising when people are being unkind to them or others, who to tell and what to say. R13 - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. R14 - Identifying strategies to resist teasing/bullying if experienced or witnessed. <u>Relationships</u> R2 - Recognising our behaviour can affect others. R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong. R6 - Listen to other people and play and	<u>Bullying</u> R7 - Understanding that their actions affect themselves and others. R11 - Identifying the importance of working towards shared goals. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling') .R18 - Knowing how to recognise bullying and abuse in all its forms. <u>Relationships</u> R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.	<u>Bullying</u> R7 - Understanding that their actions affect themselves and others. R12 - Developing strategies for getting support for themselves or for others at risk. R13 - Identifying that differences and similarities arise from a number of factors. R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling') .R18 - Knowing how to recognise bullying and abuse in all its forms. <u>Relationships</u> R2 - Recognising what a healthy relationship is. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.



	work cooperatively (including strategies to resolve simple arguments through negotiation). R7 - Offering constructive support and feedback to others. R9 - Identifying their special people (family, friends, carers) and how they should care for each other.	R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship. R7 - Understanding that actions affect themselves and others. R9 - Understanding when it is right to 'break a confidence' or 'share a secret' .R10 - Listening and responding respectfully. R21 - Understanding personal boundaries	R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families. R5, R6 - Understanding the true meaning behind civil partnerships and marriage .R12 - Resolving conflicts .R20 - Recognising that forcing anyone to marry is a crime. R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.
--	---	--	--

	Good to be me. Responsibility. Understand that their actions can affect others. Show resilience.	Exploring Emotions R1 - Recognising a range of feelings in ourselves and other people. R1 - Recognising how others show feelings and how to respond. R2 - Recognising that their behaviour can affect others. H1 - Communicating feelings to others. H4 - Developing simple strategies for managing feelings .H4 - Using words to describe a range of feelings. Difference and Diversity L4 - Understanding that they belong to different groups. L8 - Identifying ways in which they are unique. R5 - Sharing opinions on things that matter using discussions. R8 - Identifying and respecting the differences and similarities between people.	Exploring Emotions R1 - Recognising a wide range of emotions in themselves and others .R1 - Responding appropriately to a range of emotions in themselves and others. R7 - Understanding their actions affect themselves and others. R12 - Developing strategies to resolve disputes. R12 - Identifying strategies to manage emotions. H1, H6 - Deepening their understanding of good and not so good feelings .H6 - Extending vocabulary to help explain the range and intensity of feelings. H7 - Recognising conflicting emotions. Difference and Diversity R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the differences and similarities between people, but understand everyone is equal. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.	Exploring Emotions R1 - Recognising a wider range of feelings in others and how to respond appropriately. R7 - Recognising that their actions can affect themselves and others. R12 - Developing strategies to resolve disputes. H6 - Deepening their understanding of good and not so good feelings. H6 - Extending emotional vocabulary. H6 - Exploring the intensity and range of feelings. H7 - Recognising when they experience conflicting emotions and how to manage these. Difference and Diversity R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.
--	---	---	---	---



				R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.
--	--	--	--	--



Resolving conflicts. Show sensitivity towards others. Explore feelings	Being Responsible L1 - Identify how they can contribute to the life of the classroom and school .L2 - Construct and explore the importance of rules. L3 - Explore and understand that everyone has rights and responsibilities .L5 - Identify what improves and harms their environments. R4 - Recognise what is fair/unfair, right/wrong, kind/unkind. Being Healthy H1 - Exploring what a healthy lifestyle means. H1 - Identifying the benefits of a healthy lifestyle. H2 - Identifying ways of keeping healthy. H2 - Recognising what they like and dislike. H2 - Recognising that choices can have good and not so good consequences. H3 - Setting simple goals. H6 - Recognising the importance of personal hygiene. H7 - Developing simple skills to help prevent diseases spreading.	Being Responsible L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations .L3, L4 - Understanding that there are human rights to protect everyone. L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment .L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view. L9 - Explore what being part of a community means and how they belong. Being Healthy H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H2 - Identifying how to make informed choices. H3 - Understanding what is included in a balanced diet. H3 - Understanding what may influence our choices. H5 - Setting goals.	Being Responsible L1 - Research, discuss and debate topical issues. L2 - Identify why rules are needed in different situations. L3, L4 - Understanding that there are human rights to protect everyone. L5 - To understand there are some cultural practices against British law. L7 - Explore rights and responsibilities at home, school, community and the environment. L7 - Develop skills to carry out responsibilities .L8 - Explore others' points of view. L9 - Explore what being part of a community means and how they belong. Being Healthy H1 - Exploring what affects their physical, mental and emotional health. H2 - Understanding the concept and benefits of a balanced healthy lifestyle. H3 - Exploring how we make choices about the food we eat. H3 - Identifying how to make informed choices. H3 - Developing skills to make their own choices.
---	---	---	--



				H4 - Recognising how images in the media do not always reflect reality. H5 - Setting simple but challenging goals. H16 - Exploring what is meant by the term habit and why habits can be hard to change.
--	--	--	--	---



PSHE Progression Map

B Year Autumn Spring Summer

	Reception	Year 1 and 2 (KS1)	Year 3 and 4 (LKS2)	Year 5 and 6 (UKS2)
Making choices	Building relationships. Sharing. Caring for each other and the classroom environment. Understood basic hygiene routines. How to keep ourselves healthy: foods, exercise and tooth brushing. Playing together and taking turns.	<u>Being Me</u> L4 - Recognise they belong to different groups and communities such as family and school. L8 - Explore ways in which they are all unique. L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else. R7 - Offer constructive support to others. R9 - Identify what makes them special. <u>Growing Up</u> H8 - The process of growing from young to old. H9 - Exploring growing and changing and becoming independent. H10 - The correct names for the main parts of the body (including external genitalia). H13 - Identifying people who they can ask for help and think about how they might do that. H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets. H16 - About privacy in different contexts.	<u>Being Me</u> L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means. L11 - Appreciate the range of identities in the UK. R10 - Listen and respond respectfully. R13 - Identifying that differences and similarities between people arise from a number of factors. <u>Growing Up</u> H4 - That images in the media do not always reflect reality. H5 - Celebrate our strengths/qualities H8 - About the kind of changes that happen in life and the associated feelings. H12 - That simple hygiene routine can prevent the spread of bacteria.	<u>Being Me</u> L7 - Exploring different kinds of responsibilities at school and in the community L9 - Identifying what being part of a community means. R13 - Identifying that differences and similarities between people arise from a number of factors. <u>Growing Up</u> H4 - Exploring how images in the media and online do not always reflect reality. H6 - Identify the intensity of feelings. H7 - Recognising conflicting feelings. H12 - That simple hygiene routine can prevent the spread of bacteria. H13 - Identify pressures and influences



		H16 - About respecting the needs of ourselves and other people. R8 - Identifying similarities and difference. R10 - What physical contact is acceptable. L8 - That everybody is unique.	H18 - About the changes that happen as they grow up. H20 - The right to protect our bodies. R4 - About differences and similarities between people, but understand everyone is equal. R8 - About the difference between acceptable and unacceptable physical contact. R13 - Knowing the names of the body parts. R16 - Recognise and challenge stereotypes.	.H18 - Understanding changes that happen at puberty. H19 - Understanding what puberty and human reproduction is. R2- Identifying qualities of a healthy relationship R5 - About committed loving relationships .R13 - About differences and similarities between people, but understand everyone is equal. L1 - Debate topical issues.
--	--	---	---	--



. Good to be me. Responsibility. Understand that their actions can affect others. Show resilience.	Being Safe H11 - Identifying household products are hazards if not used properly. H12 - Exploring rules for and ways of keeping safe in a range of situations. H13 - Knowing who to go to if they are worried. H14, H15 - Recognising that they share a responsibility for keeping themselves and others safe. H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy .L2 - Understanding why rules are important in keeping us safe. L10 - Identifying people who work in the community and how to ask for help. Drug Education H1 - Exploring the importance of physical, mental and emotional health .H2 - Exploring how to make informed choices. H11 - Understanding the role of drugs as medicines. H11 - Identifying alternatives to taking medicines. H11 - Identifying that household products, including medicines, can be harmful if not used properly. H12 - Identifying rules for and ways of keeping safe.	Being Safe H2 - Understanding how to make informed choices. H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased independence brings increased responsibility to keep themselves safe. H15 - Understanding how rules can keep them safe. H15 - Identifying where and how to get help. H21 - Developing strategies for keeping physically and emotionally safe in different situations. H22 - Understanding the importance of protecting information particularly online. H23, H24, H25 - Understanding how to become digitally responsible. Drug Education H2 - Recognising how to make informed choices. H9 - Understanding that people have different attitudes to risk. H10, H11 - Recognising, predicting and assessing risks in different situations. H14 - Where to get help and how to ask for help.	Being Safe H2 - Understanding how to make informed choices. H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased independence brings increased responsibility to keep themselves safe. H15 - Explaining how rules can keep them safe. H15 - Identifying where and how to get help. H16 - Understanding the term 'habit.' H21 - Developing strategies for keeping physically and emotionally safe in different situations .H22 - Understanding the importance of protecting information particularly online. H23, H24, H25 - Understanding how to become digitally responsible. Drug Education H2 - Knowing how to make informed choices .H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects.
---	--	---	--



		H15 - Recognising they have a shared responsibility for keeping themselves and others safe.	H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused .H21, H23 - Learning rules about staying safe.	H13 - Identifying influences and when an influence becomes a pressure. H14 - Developing skills of how to ask for help. H15 - Identify basic emergency procedures. H16 - Understanding the term 'habit' and why habits can be hard to change.
--	--	--	---	---



	Resolving conflicts. Show sensitivity towards others. Explore feelings	Money Matters L6 - Recognising what money looks like. L6 - Identifying how money is obtained .L6 - Understanding the ways money can be used. L7 - Understanding how to keep money safe and what influences choices. Changes H5 - Exploring what change means. H5 - Exploring loss and change and the associated feelings. H8 - Exploring the changes of growing from young to old. H9 - Managing change positively. H13 - Identifying strategies and where to go for help.	Money Matters L10 - Identify the role of voluntary and charity groups .L12 - Understanding different values and customs .L13 - Exploring how to manage money. L13 - Explaining the importance of money in people's lives and how money is obtained .L14 - Understanding the concepts of interest, loan, debt and tax .L16 - Understanding enterprise and begin to develop enterprise skills. Changes H6 - Understanding good and not so good feelings including their range and intensity. H7 - Developing an understanding that change can cause conflicting emotions. H7 - Acknowledging, exploring and identifying how to manage change positively. H8 - Exploring changes. H14 - Knowing where to go for help and how to ask for help.	Money Matters L13 - Understand how finance plays an important part in people's lives.L13 - Understanding about being a critical consumer.L14 - Developing an understanding of the concepts of interest, loan, debt and tax.L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.L16 - Developing enterprise skills.L18 - Critiquing how social media presents information.R15 -Recognising and managing dares. Changes H6 - Explaining intensity of feelings. H6 - Exploring and managing the difficult emotions. H7 - Acknowledging and managing change positively. H8 - Managing transition to secondary school. H8 - Exploring and managing loss, separation, divorce and bereavement. H14 - Practising asking for help and knowing where to go for help.
--	---	---	---	--



In addition staff will need to explicitly cover the following aspects that are not explicit in the scheme:

<u>Year 1 and 2</u>	<u>A Year</u>	<u>B Year</u>
Use living and growing as an additional resource	N/A	<u>Growing Up</u> : make it explicit that the female gives birth. Discuss how a baby is cared for in the womb
Refer to RSE document for additional material to cover		<u>Being Me</u> : Explore perceptions about stereotypes
<u>Year 3 and 4</u>		
Use living and growing as an additional resource	<u>Relationships</u> : teach children about peer pressure	<u>Being Me</u> : teach how to develop a positive body image and recognise own strengths and qualities
Refer to RSE document for additional material to cover	<u>Being responsible</u> : How to care for a new born baby and the impact the change can have on a family	<u>Being Safe</u> : teach children about peer pressure
<u>Year 5 and 6</u>	<u>Y6 children</u>	<u>Y6 children</u>
Use living and growing as an additional resource	• FGM • How a baby is born • When an adult is ready for parenthood	• FGM • How a baby is born • When an adult is ready for parenthood
Refer to RSE document for additional material to cover		



	• Understanding that there are ways to avoid pregnancy	• Understanding that there are ways to avoid pregnancy
--	--	--