



PSHE – progression map



EYFS

Three and Four-Year-Olds	Communication and Language	• 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.
	Personal, Social and Emotional Development	• 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • 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. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
	Physical Development	• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	• Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception	Communication and Language	• 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.
	Personal, Social and Emotional Development	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: • personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
	Physical Development	• Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes
	Understanding the World	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Communication and Language	Listening, Attention and Understanding	• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • 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.
		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.
		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 others' needs.
	Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society.

Key Stage One National Curriculum Endpoints (two-year cycle)

Pupils know:

- H1. about what keeping healthy means. Different ways to keep healthy.
- H2. about foods that support good health and the risks of eating too much sugar.
- H3. how physical activity helps us to stay healthy; ways to be physically active every day.
- H4. why sleep is important and explain different ways to rest and relax.
- H5. about simple hygiene routines that can stop germs from spreading.
- H6. about medicines that can help people to stay healthy.
- H7. how visiting the dentist and brushing teeth correctly can support dental health.
- H8. how to keep safe in the sun and protect skin from sun damage.
- H9. different ways to learn and play, recognising the importance of knowing when to take a break from screen time.
- H10. about the people who help us to stay physically healthy.
- H11. about different feelings humans can experience.
- H12. how to recognise and name different feelings.
- H14. how to recognise what others
- H15. that not everyone feels the same at the same time, or feels the same about the same things.
- H16. ways of sharing feelings; a range of words to describe feelings.
- H17. about things that help people feel good.
- H18. about different things they can do to change their mood when they don't feel good.
- H19. when they need help with feelings; that it is important to ask for help with feelings and how to ask for help.
- H20. about change and loss; about feelings associated and can recognise what helps people to feel better.
- H21. what makes them special.
- H22. about ways in which we are all unique.
- H23. what they are good at and what they like and dislike.
- H24. how to manage when finding things difficult.
- H25. how to name the main parts of the body including external genitalia (vulva, vagina, penis, testicles.)
- H26. about growing and changing from young to old and how people's needs change.
- H27. how to prepare to move to a new class/year group.

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in their lives.
- R2. about the people who love and care for them and what they do to help them feel cared for.
- R3. about different types of families including those that may be different to their own.
- R4. about common features of family life.
- R5. that it is important to tell someone if something about their family makes them unhappy or worried.
- R6. about how people make friends and what makes a good friendship.
- R7. when they or someone else feels lonely and what to do.
- R8. about simple strategies to resolve arguments between friends, positively.
- R9. how to ask for help if a friendship is making them feel unhappy.
- R10. that bodies and feelings can be hurt by words and actions.
- R11. how people may feel if they experience hurtful behaviour or bullying.
- R12. that hurtful behaviour (offline and online) is not acceptable; how to report bullying; the importance of telling a trusted adult.
- R13. that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not.
- R15. how to respond safely to adults they don't know.
- R16. how to respond if physical contact makes them feel uncomfortable or unsafe.
- R17. about situations when they should ask for permission and also when their permission should be sought.
- R18. about not keeping adults' secrets (only happy surprises that others will find out about eventually.)
- R19. about basic techniques for resisting pressure.
- R20. what to do if they feel unsafe or worried for themselves or others.
- R21. about what is kind and unkind behaviour, and how this can affect others.
- R22. about how to treat themselves and others with respect; how to be polite and courteous.
- R23. to recognise the ways in which they are the same and different to others.

- 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.
- L1. what rules are, why they are needed, and why different rules are needed for different situations.
- L2. that 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 different groups they belong to.
- L5. about, and give examples of the different roles and responsibilities people have in their community.
- L6. about ways they are the same as, and different to, other people.
- L7. 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.
- L9. that not all information seen online is true.
- L10. what money is; forms that money comes in and that money comes from different sources.
- L11. that people make different choices about how to save and spend money.
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want.
- L13. how money needs to be looked after; different ways of doing this.
- L14. that everyone has different strengths.
- L15. that jobs help people to earn money to pay for things.
- L16. about different jobs that people they know or people who work in the community do.
- L17. about some of the strengths and interests someone might need to do different jobs.

Key Stage Two National Curriculum Endpoints (two-year cycle)

Y3 & 4

- H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.
- H10. Understanding how medicines, when used responsibly, contribute to health.
- H38. Identifying how to predict, assess and manage risk.
- H39. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.
- H40. Understanding the importance of taking medicines correctly and using household products safely.
- H41. Identifying strategies for keeping safe.
- H46. Learning about the risks and effects of legal drugs common to everyday life.
- H15. Recognising the importance of taking care of mental health.
- H16. Identifying strategies and behaviours that support mental health.
- H17. Recognising feelings can change over time and range in intensity.
- H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel.
- H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.
- H20. Identifying strategies that they could use to respond to feelings.
- H21. Identifying how to seek support for themselves and others.
- H24. Identifying strategies for dealing with emotions.
- H1. Identifying what affects their physical/mental health.
- H2. Understanding what a balanced, healthy lifestyle means.
- H3. Understanding what might influence our choices.
- H4. Recognising that habits can have both positive and negative effects on a healthy lifestyle.
- H6. Explaining what constitutes a healthy diet.
- H7. Recognising opportunities to be physically active.
- H8. Understanding routines that support good quality sleep.
- H9. Identifying and understanding hygiene routines that can limit the spread of infection.
- H11. Talking about how to maintain good mouth hygiene.
- H12. Understanding the benefits/risks of sun exposure.
- H13. Identify strategies for managing/balancing time online/offline.
- H16. Recognising behaviours that support good mental health.
- H25. Identifying what contributes to who we are.
- H27. Recognising their individuality and personal qualities.
- H28. Identifying personal strengths, skills, achievements and interests.

Y4 & 5

- H4. Recognising that habits can have both positive and negative effects on a healthy lifestyle.
- H46. Exploring the risks/effects of legal drugs common to everyday life.
- H47. Recognising that there are laws surrounding the use of legal drugs.
- H48. Exploring why people choose to use or not use drugs.
- H49. Recognising the mixed messages in the media.
- H50. Identifying the people they can talk to if they have concerns.
- R15. Identifying strategies to manage peer influence and the desire for peer approval.
- H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel.
- H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways.
- H20. Identifying strategies that they could use to respond to feelings.
- H21. Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others.
- H22. Recognising that anyone can experience mental ill health.
- H24. Identifying strategies for dealing with emotions, challenges and change.
- H29. Identifying how to reframe unhelpful thinking.
- H1. Identifying what affects their physical and mental health.
- H2. Understanding what a balanced, healthy lifestyle means.
- H3. Identifying what influences our choices to have a balanced lifestyle.
- H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.
- H5. Recognising early signs of physical illness.
- H6. Exploring a balanced/unbalanced diet and the effects.
- H7. Recognising opportunities/risks associated with an active/inactive lifestyle.
- H8. Identifying routines that support good quality sleep; the effects of lack of sleep.
- H9. Understand the importance of personal hygiene and how to maintain it.
- H11. Identifying good oral hygiene; the impact of lifestyle choices on dental care.
- H12. Identifying how to keep safe from sun damage and reduce the risk of skin cancer.
- H13. Identifying strategies for managing/balancing time online/offline.
- H14. Identifying how and when to seek support if they are worried about their health.
- H16. Identify strategies and behaviours that support mental health.
- H27. Recognising their individuality and personal qualities.
- H28. Identifying personal strengths, skills, achievements and interests.

- H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.
- H31. Identifying the physical and emotional changes that happen when approaching/during puberty.
- H32. Identifying the importance of keeping clean and how to maintain personal hygiene.
- H33. Understanding the human life cycle.
- R22. Understanding privacy and personal boundaries.
- R26. Recognising what seeking and giving permission (consent) means.
- R29. Explaining where to get advice or report concerns if worried.
- L9: Learning about stereotypes.
- H17. Recognising that feelings can change over time, and range in intensity.
- H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel.
- H19. Using a varied vocabulary when talking about feelings.
- H21. Recognising the signs when someone may be struggling and understand how to seek support.
- H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours.
- H24. Identifying strategies for dealing with emotions, challenges and change.
- H36. Identifying strategies to manage transitions between classes and key stages.
- R13. Recognising the importance of seeking support if feeling lonely or excluded.
- R17. Identifying positive strategies that may help to resolve disputes in friendships.
- R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.
- R19. Recognising the impact of bullying and the consequences of hurtful behaviour.
- R20. Suggesting strategies to respond to hurtful behaviour.
- R21. Discussing what discrimination means and how to challenge it.
- R30. Recognising that our own behaviour can affect other people in the community.
- L7. Identifying the different contributions that people/groups make to the community.
- L8. Explore diversity: what it means; the benefits of living in a diverse community.
- L10. Recognising behaviours/actions which discriminate against others.
- L25. Recognising positive things about themselves/achievements.
- H25. Identifying what contributes to who we are.
- R30. Recognising that our own behaviour can affect other people.
- R32. Recognising the differences and similarities between people.
- R33. Listening to and responding respectfully to a wide range of people.
- R31. Recognising the importance of self-respect and how to respect others.
- R32. Respecting and recognising the differences and similarities between people.
- R34. Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with.
- L9. Understanding and challenging stereotypes.

- H30. Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.
- H31. Identifying the physical and emotional changes that happen when approaching/during puberty.
- H32. Identifying the importance of keeping clean and how to maintain personal hygiene.
- H33. Understanding the human life cycle.
- H34. Identifying where to get advice.
- H35. Recognising the responsibilities growing up brings.
- R2. Recognising that people may be attracted to someone emotionally, romantically and sexually.
- R26. Recognising what seeking and giving permission (consent) means.
- R29. Explaining where to get advice or report concerns if worried.
- L11. Recognising ways in which social media can be used positively and negatively.
- L16. Identifying how images on social media can be manipulated.
- H17. Recognising that feelings can change over time, and range in intensity.
- H18. Identifying the everyday things that affect feelings, and the importance of expressing how we feel.
- H19. Using a varied vocabulary when talking about feelings.
- H21. Recognising the signs when someone may be struggling and how to seek support.
- H23. Discussing change and loss, and how these can affect feelings, thoughts and behaviours.
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- R17. Identifying positive strategies that may help to resolve disputes in friendships.
- R18. Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable.
- R19. Recognising the impact of bullying and the consequences of hurtful behaviour.
- R20. Suggesting strategies to respond to hurtful behaviour.
- R21. Discussing what discrimination means and how to challenge it.
- R25. Identifying strategies to respond to unwanted touch.
- R30. Recognising that our own behaviour can affect other people.
- L6. Identifying the different groups that make up their community.
- L7. Describing the different contributions that people/groups make to the community.
- L8. Discussing diversity: what it means, the benefits of living in a diverse community, and how we value diversity within our communities.
- L10. Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced.
- L25. Recognising positive things about themselves/achievements and can set goals.
- H25. Identifying what contributes to who we are.
- R30. Recognising that our own behaviour can affect other people.

• L10. Recognising behaviours/actions which discriminate against others. • H25. Identifying what contributes to who we are. • H27. Recognising their individuality and personal qualities. • L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws. • L2. Recognising there are human rights, that are there to protect everyone. • L3. Understanding the relationship between rights and responsibilities. • L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern. • L5. Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment. • H13. Identifying strategies for balancing time online/offline. • H37. Identifying reasons for following age regulations and restrictions. • R12/H38. Identifying how to predict, assess and manage risk in different situations. • H39. Understanding what they can do reduce risks and keep safe. • H41. Identifying strategies for keeping safe in the local environment. • H42. Identifying strategies for keeping safe online. • H43. Demonstrating basic techniques for dealing with common injuries. • H44. Understanding how to respond in an emergency situation. • R22. Understanding privacy and personal boundaries. • R23/R24. Recognising on-line risks. • R25. Recognising acceptable/unacceptable physical contact. • R26. Understanding about seeking and giving permission. • R28. Recognising pressure from others. • L11-L16. Recognising ways in which the internet and social media can be used both positively/negatively. • R6. Recognising the different ways people care for each other. • R7. Recognising and respecting that there are different family structures. • R8. Recognising the characteristics of healthy family life. • R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing. • R11. Identifying what constitutes a positive healthy friendship. • R14. Comparing the difference between healthy/unhealthy friendships. • R16. Understanding the benefits of having different types of friends. • R27. Recognising the risks associated with keeping a secret. • L17. Understanding the different ways to pay for things. • L18. Identifying that people's attitudes towards saving/spending is different. • L19. Recognising that people's spending decisions can affect others and the environment. • L20. Recognising that people make spending decisions based on needs and wants.	• R32. Respecting and recognising the differences and similarities between people. • R33. Listening to and responding respectfully to a wide range of people. • R20. Identifying strategies to respond to hurtful behaviours. • R21. Describing what discrimination means and how to challenge it. • R30. Recognising that our own behaviour can affect other people. • R31. Describing how to respect others. • R32. Respecting/recognising the differences/similarities between people. • R34. Debating topical issues with respect. • L4. Identifying the importance of having compassion towards others. • L8. Discussing diversity: what it means; the benefits of living in a diverse community. • L10. Understanding prejudice. • L12. Exploring how to make safe, reliable choices from search results. • H25. Identifying what contributes to who we are. • H26. Understanding that for some people gender identity does not correspond with their biological sex. • H27. Recognising their individuality and personal qualities. • H28. Identifying personal strengths, skills, achievements and interests. • L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws. • L2. Recognising there are human rights, that are there to protect everyone. • L3. Understanding the relationship between rights and responsibilities. • L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern. • L5. Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment. • H38. Identifying how to predict, assess and manage risk in different situations. • H39. Understanding what hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. • H41. Identifying strategies for keeping safe in the local environment or unfamiliar places. • H42/R29. Identifying strategies for keeping safe online. • H43. Demonstrating basic techniques for dealing with common injuries. • H44. Demonstrating how to respond/react in an emergency situation. • R23. Recognising on-line risks, harmful content/behaviours and how to report concerns. • R28. Recognising pressure from others. • L11-L16. Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe. • R1. Recognising that there are different types of relationships. • R3. Understanding what marriage and civil partnership means. • R4. Understanding that forced marriage is a crime.
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- L21. Recognising different ways of keeping track of money.
- L24. Identifying the ways that money can impact on people's feelings.
- L30. Identifying some of the skills that may help them in their future careers.

- R5. Recognising different types of loving, caring and committed relationships.
- R6. Identifying the difference between healthy/unhealthy relationships.
- R7. Recognising and respecting that there are different family structures.
- R8. Recognising the characteristics of healthy family life.
- R9. Recognising how to seek advice if family relationships make them unhappy.
- R10. Identifying the strategies to build positive friendships and how friendship can support wellbeing.
- R11. Identifying what constitutes a positive, healthy friendship.
- R14. Comparing the difference between healthy/unhealthy friendships.
- R16. Exploring how friendships can change and the benefits of having different types of friends.
- L21. Understanding different ways to keep track of money.
- L22. Understanding the risks associated with money and ways of keeping money safe.
- L23. Identifying the risks involved in gambling activities.
- L24. Identifying the ways that money can impact on people's emotions.
- L25. Recognising positive things about themselves and can set goals.
- L26. Identifying there is a broad range of different jobs/careers.
- L27. Exploring what is meant by stereotypes.
- L28/29. Recognising that there are many factors which may influence a person's job or career choice.
- L30. Recognising some of the skills that will help them in their future careers.
- L31. Identifying the kind of job that they might like to do when they are older.
- L32. Recognising a variety of routes into careers.