

PSHE Progression Map

	Nursery	Reception	Year 1	Year 2	End of KS	Year 3	Year 4	Year 5	Year 6	End of KS
Relationships	To begin to understand school rules and values. To begin to make friends Play with one or more other children, extending and elaborating play ideas. Show more confidence in new social situations Begin to make sense of their own life-story and family's history.	To understand the school rules and values. To develop a positive sense of themselves and others. To form positive relationships and develop respect for others. To develop social skills and learn how to manage their feelings. To understand appropriate behaviour in groups. To have confidence in their own abilities. To begin to understand that other children are different to me. To begin to understand that other families are different to my own. To know what to do if they do not like something a friend is doing. Recognising adults, they can trust and understanding why.	To understand and follow the school rules and values. To understand how families can provide, love and stability. To understand the roles of different people and that there are different types of families. To understand they should feel respected and cared for and show care and respect for others. To understand what privacy is and to seek permission for things. To understand that their behaviour affects others and how to be polite and respectful. How to seek help if they are feeling unsure about a relationship. To begin to understand the word bullying.	To show a greater understanding of the school rules and values in discussions. To understand ways to make friends. To understand what to do if they are feeling lonely and how to get help. To recognise behaviour that is hurtful. Recognise what is similar and different about ourselves and our families. To understand what a secret is; when it is ok to keep or when it is necessary to share. To understand what characteristics are needed to help work and play co-operatively. To know a range of strategies they could use if something is happening that they don't like or think isn't right. Understand the importance of keeping on asking for support until they are heard	To be kind, positive and polite. To show courage, perseverance, love and nurture. To be a good friend and work well as part of a team.	How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships To understand the impact of bullying and what it means to be a bystander. that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support how families differ from each other (including that not every family has the same family structure, e.g. single parents,	how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) the rights that children have and why it is important to protect these To understand that bullying can take many forms (face to face/online) How to seek help if you feel you are being bullied or think someone else is. that everyone should feel included,	about the different types of relationships people have in their lives how friends and family communicate together how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships To have a secure understanding of what it means to be a bystander and why it is important to act. keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a relationship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety how to recognise and respect similarities and differences between people and	about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a relationship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety how to recognise and respect similarities and differences between people and	Be kind, caring, loving, appreciative, empathetic, sympathetic, helpful, polite, how make and maintain healthy relationships and what to do if you need support.

PSHE Progression Map

				To understand what is meant by a bully. To begin to know what is meant by a bystander.		same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	respected and not discriminated against how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns The difference between being assertive and controlling. Being kind to others does not mean neglecting your own needs.	of concerns about personal safety	what they have in common with others that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others That adults can choose to be part of a committed relationship or not, including marriage or civil partnership That marriage should be wanted equally by both people. Marriage is a legally recognised commitment which is intended to be life long. That people can choose to marry	
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PSHE Progression Map

									someone who is the same sex. forcing someone to marry against their will is a crime How puberty relates to growing from childhood to adulthood About the reproductive organs and process – how babies are conceived and born and how they need to be cared for That there are ways to prevent a baby from being made How growing up and becoming independent comes with increased opportunities and responsibilities How friendships may change as they grow and how to manage this to manage change including moving to secondary school How to ask for support or where to seek further information and advice regarding growing up and changing	
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PSHE Progression Map

Health and Wellbeing	To become more outgoing with unfamiliar people, in the safe context of their setting. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To begin to show an awareness of hygiene practices. To begin to understand how they can stay healthy by make healthy choices about food, drink, activity and tooth brushing.	To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers; To show sensitivity to their own and to others' needs. To begin to show an awareness of hygiene practices. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	To understand what it means to belong to a group. What are your roles and responsibilities? To know how we use the internet in everyday life. To understand what money is and how to look after it.	To understand why sleep is important. Keeping healthy; teeth and medicines including safety. To learn ways of managing your feelings and when to ask for help. Growing older; life stages. Including naming body parts. That their body belongs to them and certain body parts are private. The difference between appropriate and inappropriate or unsafe contact, including physical contact. How to keep safe in different environments; keeping safe at home. Learning what to do in an emergency. Moving on to a new class.	To understand how to look after yourself and how to stay safe in different environments.	how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings how regular physical activity benefits bodies and feelings how to be active on a daily and weekly basis - how to balance time online with other activities how to make choices about physical activity, including what and who influences decisions how the lack of physical activity can affect health and wellbeing	how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/ acidic drink on dental health About puberty and how out bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams How puberty can affect emotions and feelings	how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how mental and physical health are linked how positive friendships and being involved in activities such as clubs and community groups support wellbeing how to make choices that support a healthy,	how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs that people have different kinds of relationships in their lives, including	Know how to stay safe, clean and have a healthy body and mind, where to get support when we need it, how to support others and who can keep us well and happy.
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PSHE Progression Map

							How personal hygiene routines change during puberty How to ask for advise and support about growing and changing and puberty	balanced lifestyle including: How to plan a healthy meal How to stay physically active how to maintain good dental health, including oral hygiene, food and drink choices how to benefit from and stay safe in the sun how and why to balance time spent online with other activities how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep	romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another	
Living in the wider world	Develop their sense of responsibility and membership of a community. Begin to understand how others might be feeling. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for	To make sense of their physical world. To make sense of their community. To use opportunities to observe and explore. To find out about people, places, technology and the environment. To begin to	To understand what rules are and why we follow them. To know who to call in an emergency and how. To know how to be safe around roads, railways and water. To know how to care for others and support their needs. To know how and why we care for the environment.	To understand what it means to belong to a group. What are your roles and responsibilities? To know how we use the internet in everyday life. To have a deeper understanding of how to be safe around roads, railways and water. To know the water safety code.	To understand what it is to belong to a community and show an understanding in the roles and responsibilities in the world around them.	how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to	how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different	how to manage the influence of friends and family on health choices that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them how to	how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)	Be resilient, know how to stay safe and appreciate differences, be tolerant and open to listen to others ideas, be able to look after your own money, how to deal with major life events and changes, to proactive in the community

PSHE Progression Map

	the natural environment and all living things. To begin to understand how to stay safe online.	understand how to stay safe online. To know how to cross the road safely. Talk about the lives of the people around them and their roles in society.	To know how to use online services to communicate and do this safely. What are your strengths and interests? Which adults can we trust and how do we know we can trust them. Does this link to any jobs in your local community? What jobs are available?	To understand what money is and how to look after it.		do and who to tell if they feel uncomfortable how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety. how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence	contributions that people make how to be respectful towards people who may live differently to them To know who to call in an emergency and how. To know the importance of reporting not recording when there is an emergency or someone needs help.	recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss concerns with a trusted adult that mental health difficulties can usually be resolved or managed with the right strategies and support how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help	the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions That not everything you see or read online is true. Media can be change or created using ai. There are age limits for different social media sites and understand why these are set. Why it is a good to limit screen time. that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these	
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PSHE Progression Map

						how people’s online actions can impact on other people. How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues		can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts to recognise unsafe or suspicious content online and what to do about it how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them how to make decisions about the content they view online or in the media and know if it is appropriate for their age range how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people’s decisions, taking into	
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PSHE Progression Map

						how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way . .		consideration of different viewpoints how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs	
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PSHE Progression Map



Vocabulary	Private parts	Private parts	Body parts – penis		Healthy	Bladder	Life cycle	
	dress	Gender	Vagina		Diet	Healthy	Sperm	Life cycle
	undress	Caring Love	testicles,		Nutrition	Diet	Eggs	Sperm
	clean	friendship Happy /	Mammal		Balanced	Nutrition	Develop	Eggs
	dirty	unhappy	Baby		Wellbeing	Balanced	Facial hair	Pubic hair
	towel	Secure	Toddler		Sleep	Dental	Body odour	Develop
	hands	Making friends	Teenager		Mood	Hygiene	Voice breaking	Facial hair
	toothpaste	Good friends	Adult		Bones	Sugar	Blood	Body odour
	hairbrush	Respect	Boy Girl		Skeleton	Obesity	Tampon	Voice breaking
	comb	Truthful	Female		Joints	Activity	Sanitary towel	Period
	family	Trustworthy	Male Friendship/		Muscle	Exercise	Hygiene	Menstruation
	mum	Loyal	friends love		Friendship/	Wellbeing	Cleanliness	Menstrual cycle
	dad	Kind	Shy		friends love	Sleep	Hormones	Blood
	brother	Generous	Advice		Shy	Mood	Maturity	Tampon
	sister	Sharing	Smile		Advice	Bones	Disability	Sanitary towel
	grandma	Helping	Talk		Smile	Skeleton	Vision/ Hearing	Hygiene
	granddad	Lonely	Persistence		Talk	Joints	impaired	Cleanliness
	stepmum	Falling out	Similarities/		Persistence	Muscle	Learning disability	Hormones
	stepdad	Arguments	differences		Similarities/	Vertebrate	Physical disability	Maturity
	Making friends	Differences	Loneliness		differences	Invertebrate	Rights	Penis
	Good friends	Unique	Feelings		Loneliness	animal human	Consent	Vagina
	Respect	Polite	Ignore		Feelings	vitamins bodies	Identity	Breasts
	Truthful	Good manners	Effort		Ignore	Lifecycle	Fraud	Womb
	Trustworthy	Online	Share		Effort	Reproduce	Phishing	Uterus
	Loyal	Pretending	Professional		Share	Alive	Trolling	Testicles
	Kind	Teasing	Kindness		Professional	Babies	Harassment	Testis
	care	Bullying	Consideration		Kindness	Old Age	Self-respect	Foreskin
	love	Safe/Unsafe	Listen		Consideration	Mammal	Personal information	Ovaries
	friendship	Worried	Argument		Listen	Vertebrate	Anonymity bullying	Fallopian tubes
	happy	Permission	Conflict		Argument	Invertebrate animal	Permission	Bladder
			Emotions		Conflict	human	Unsafe	

Feel proud to live in Britain, understanding the basics of our law, society anUnderstand how to stay safe and have a basic, accurate understanding of changes to our body. d traditions.

PSHE Progression Map

	sad	Right / wrong behaviour	Calm		Emotions	vitamins bodies	Online abuse	Urethra Disability	
		Family	Resolve		Calm	Lifecycle	Inappropriate	Vision/ Hearing impaired	
		Divorced	Compromise		Resolve	Reproduce	Sexting	Learning disability	
		Foster parent	Empathy		Compromise	Alive	Cyber bullying	Physical disability	
		Grandparents	Apologies		Empathy	Babies	Legal/Illegal	Rights	
		Married/not married	Choices		Apologies	Old Age	Personal boundaries	Consent	
		partner Physical health	Negative		Empathy	Mammal	Safe relationships	Identity	
		Healthy / unhealthy	Positive		Choices	Dental	Acceptable contact	Fraud	
		Fitness	Exclude		Negative	Hygiene	Stereotype	Phishing	
		Active / inactive	Unacceptable		Positive	Sugar	Sexual orientation	Trolling	
		Exercise	Rude		Exclude	Obesity	Gender	Harassment	
		Healthy diet	Bully		Unacceptable	Activity	Society	Self-respect	
		Sugar	Body language		Rude	Exercise	Community	Personal information	
		Fat	Consequence		Bully	Friendship/ friends love	Difference	Anonymity bullying Permission	
		Protein	Report		Body language	Shy	Husband	Unsafe	
		Vitamins	Self -esteem		Consequence	Advice	Wife Mental health	Online abuse	
		Germ	Safe/unsafe		Report Hygiene	Smile	Equality	Inappropriate	
		Personal hygiene - washing	private parts Permission		Cleanliness	Talk	Race	Sexting	
		Virus	Uncomfortable		Safe	Persistence	Heritage	Cyber bullying	
		sunscreen sun damage	Worried		Permission	Similarities/ differences	Dual heritage	Legal/Illegal	
		shade protection	No		Uncomfortable	Loneliness	Ethnicity	Personal boundaries	
		Mental health	Stop		routine Accident	Feelings	Religion	Safe relationships	
		Emotions / feelings	Hygiene		Washing	Ignore	Belief	Acceptable contact	
		Anger	Exercise		Hazards	Effort	Culture Freedom	Stereotype	
		Happiness	Healthy		Medicine/drugs	Share	Boundaries	Sexual orientation	
		Sadness	Physical		Alcohol	Professional	Sexual abuse	Gender	
		Fear	Drugs / tobacco / alcohol		Allergies	Kindness	Emotional abuse	Society	
		Surprise				Consideration	Neglect	Community	
		Nervous				Listen	Physical abuse	Difference	
		Excited					Discriminate		

PSHE Progression Map

						Argument	Prejudice	Husband	
						Conflict		Wife	
						Emotions		Single parent families	
						Calm		Lesbian	
						Resolve		Gay Sperm	
						Compromise		Eggs	
								Scrotum	
						Empathy		Clitoris	
						Apologies		Nipple	
						Empathy		Intimate contact	
						Choices		Pubic hair	
						Negative		Develop	
						Positive		Facial hair	
						Exclude		Body odour	
						Unacceptable		Voice breaking	
						Rude		Period	
						Bully		Menstruation	
						Body language		Menstrual cycle	
						Hygiene		Blood	
						Cleanliness		Tampon	
						Maturity		Sanitary towel	
						Puberty		Hygiene	
						Penis		Cleanliness	
						Vagina		Hormones	
						Breasts		Maturity	
						Testicles		Penis	
						Foreskin		Vagina	
						Circumcision		Breasts	
						Body odour		Womb	
						Safe		Uterus	

PSHE Progression Map

						Permission Uncomfortable routine Accident Washing Hazards Medicine/drugs Alcohol Allergies		Testicles Testis Foreskin Vulva Ovaries Fallopian tubes Bladder Urethra Mental health Boundaries Sexual abuse Love Consent Respect trust Mutual Cuddle Kiss Life cycle Intercourse Sex erection Conceive conception	
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PSHE Progression Map

