Progression Map: PSHE (Taken from PSHE Association Thematic Approach to learning.)

Core Skills						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSED ELG: Making Relationships Play cooperatively, taking turns with others. Take account of one another's ideas about how to organise their activity Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. **PSED ELG: Self-confidence and self-awareness** Be confident to try new activities, and say why they like some activities more than others Be confident to speak in a familiar group, talk about their ideas, and select the resources needed for chosen activities. They say when they do or don't need help. **PSED ELG: Managing feelings and behaviour** Talk about how they and others show feelings, talk about their own and others' behaviour, and	Recognise their feelings Explain their ideas as responses to an issue Find a partner, sit with them and work together Develop skills of speaking and listening Negotiate with a partner Recognise their likes and dislikes Demonstrate compassion Demonstrate making simple choices Understand the concept of risk To know who to tell	Recognise their feelings Explain their ideas, and responses to an issue Work with others Develop active listening skills and check for clarification Understand verbal and non-verbal cues Know that it is okay to make mistakes Demonstrate compassion and empathy To know that saying 'No' means no. Demonstrate making a simple choice To think and verbalise what is important to them when making a choice. Understand the concept of risk. Know who and how to tell	Recognise their own likes and dislikes, traits and individual preferences Demonstrate active listening skills Demonstrate compassion, empathy and tolerance Demonstrate they can work in a group or with others Understand that they have choices and points of choice Explore factors that explore choosing	Recognise simple body language Understand verbal and non-verbal communication Become more assertive in themselves and ask for time to think things through Recognise the influences over choice and decisions – both internal and external Demonstrate that they know the process for decision-making Be prepared to change own viewpoints	Recognise their own personality traits, individual preferences and characteristics Consider how they respond to challenging circumstances e.g. conflict and violence Demonstrate respectful interactions with others Value themselves Demonstrate their knowledge of group dynamics Recognise the importance of skill and how different people bring this to tasks Demonstrate the use of the decision-making process Recognise decision and choices they may have to make in the future Know ways of coping in difficult situations	Recognise their own and other people's personality traits, individual preferences and characteristics Consider how they respond to challenging circumstances e.g. conflict and violence Demonstrate and promote respectful interactions with others Value themselves and others Demonstrate their knowledge of group dynamics and promote inclusion Recognise the importance of skill and attributes and how different people bring this to tasks Demonstrate the use of the decision making process and proportionate responses Recognise decisions

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its consequences, and know that some behaviour is unacceptable. Work as part of a group or class, and understand and follow the rules Adjust their behaviour to different situations, and take changes of routine in their stride					Recognise risk in different situations and make judgements about how to respond in order to keep safe Recognise peer influence.	and choices they may have to make in the transition to KS3 and the future Know ways of coping in difficult situations and understand the difference between aggressive and confident Recognise risk in different situations and make judgments about how to respond in order to keep themselves and others safe Recognise peer and media influence
Relationships						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To work in a group, taking turns. To include others. To understand everyone has choices. To talk about themselves using I. To know it is ok to	Roles of different people, families, feeling cared for Recognising privacy, staying safe, seeking permission How behaviour affects others, being polite and respectful	Making friends, feeling lonely and getting help Managing secrets, resisting pressure and getting help, recognising hurtful behaviour Recognising things in common and differences; playing and working	What makes a family? Features of family life Personal boundaries, safely responding to others, the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Positive friendships, including online Responding to hurtful behaviour, managing confidentiality, recognising risks online Respecting differences and similarities; discussing difference sensitively	Managing friendships and peer pressure Physical contact and feeling safe Responding respectfully to a wide range of people; recognising prejudice and discrimination	Attraction to others, romantic relationships, civil partnerships and marriage Recognising and managing pressure, consent in a range of situations Expressing opinions and respecting other points of view,

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like different things to our friends. To know who is special to them. To celebrate our families and know they are special. To understand all families are different. To understand people, have different needs. To be able to make an apology and to use manners		cooperatively; sharing opinions				including discussing topical issues
Living in the Wider World						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To know how tocare for pets and plants. To include others. To know who looksafter us. To know who they can trust To be able to talk about medicines. Road safety and staying safe in the community	What rules are; caring for others' needs; looking after the environment Using the internet and digital devices; communicating online Strengths and interests; jobs in the community	Belonging to a group; roles and responsibilities; being the same and different in the community The internet in everyday life; online content and information What money is; needs and wants; looking after money	The value of rules and laws; rights, freedoms and responsibilities How the internet is used; assessing information online Different jobs and skills; job stereotypes; setting personal goals	What makes a community; shared responsibilities How data is shared and used Making decisions about money; using and keeping money safe	Protecting the environment; compassion towards others How information online is targeted; different media types, their role and impact Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Valuing diversity; challenging discrimination and stereotypes Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks

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Health and Wellbeing

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To talk about medicines. To be able talk about everyday feelings. To begin to understand the need for personal	Keeping healthy; food and exercise, hygiene routines; sun safety Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing older; naming body parts; moving class or year Safety in different environments; risk and safety at home; emergencies	Health choices and habits; what affects feelings; expressing feelings Personal strengths and achievements; managing and reframing setbacks Risks and hazards; safety in the local environment and unfamiliar places	Maintaining a balanced lifestyle; oral hygiene and dental care Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Medicines and household products; drugs common to everyday life	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Personal identity; recognising individuality and different qualities; mental wellbeing Keeping safe in different situations, including responding in emergencies, first aid and FGM	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Human reproduction and birth; increasing independence; managing transition Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

RSE

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our day Keeping ourselves clean Families	Keeping clean Growing and changing Families and care	Differences boys and girls Differences male and female Naming the body parts	Differences male and female Personal Space Family differences	Growing and changing What is puberty? Puberty changes and reproduction	Talking about puberty Male and female changes Puberty and hygiene	Puberty and reproduction Understanding relationships Conception and pregnancy Communication in relationships

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