

Whole School PSHE Progression

	Nursery	Reception
Autumn: Health and Wellbeing	◦ Getting to know others ◦ Recalling names ◦ Recognising similarities and differences between people in the class ◦ Identifying what is special about themselves ◦ Exploring feelings that you may have starting nursery i.e. anxious, nervous, sad ◦ Celebrating achievements ◦ Recognising what children can do ◦ Setting and achieving simple goals ◦ Recognising qualities of a good friend ◦ Understanding how to recognise and respond to bullying Link to Anti-Bullying week ◦ Working with another child ◦ Understand the importance of keeping clean and maintaining oral health	◦ Recognising a range of emotions i.e. happy, sad, excited ◦ Recalling names ◦ Recognising what make them special ◦ Recognising similarities and differences between people in the class ◦ Recognising what children can do ◦ Setting and achieving simple goals ◦ To identify the qualities of a good friend ◦ To identify and respond to bullying Link to Anti-Bullying week ◦ To describe how to make friends and play with other children ◦ To understand the importance of keeping clean including handwashing ◦ To explain why exercise is good for our body and mind ◦ To understand the importance of keeping teeth clean

Whole School PSHE Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn: Health and Wellbeing	◦ To set a goal ◦ To understand and explain how to keep teeth healthy ◦ To understand the importance of food ◦ To understand the difference between healthy and unhealthy foods ◦ To understand the importance of variety on a diet ◦ To explain how to use medicine safely ◦ To explain what voting is and why it is important ◦ To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week ◦ To identify and explain a range of positive and negative emotions ◦ To understand how to share feelings	◦ To set a goal ◦ To identify healthy and unhealthy foods ◦ To explain what a healthy snack is ◦ To name the 5 food groups ◦ To identify foods within each of the food groups ◦ To understand the importance of eating fruit and vegetables ◦ To explain how to stay safe around harmful substances ◦ To identify the risks associated with smoking ◦ To explain what parliament is and why it is important ◦ To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week ◦ To explain what conflict is and	◦ To set a goal ◦ To explain what food groups make up meals ◦ To understand how food choices can contribute to tooth decay ◦ To explain what a drug is ◦ To categorise drugs ◦ To explain the effects of passive smoking ◦ To understand the effects of caffeine ◦ To explain democracy and explain why democracy is important ◦ To explain the difference between unkindness and bullying Link to Anti-Bullying week ◦ To explain what conflict is and ways of resolving conflict ◦ To explain what to do if conflict escalates	◦ To set a goal ◦ To explain how food gives us energy ◦ To explain why nutrients are important ◦ To explain the risks and dangers associated with smoking ◦ To explain the risks associated with alcohol ◦ To understand how democracy works in the UK ◦ To understand the role of the bully, bystander and victim in a bullying scenario Link to Anti-Bullying week ◦ To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online.	◦ To set a goal ◦ To explain what makes a healthy meal ◦ To explain the importance of nutrients and fibre ◦ To explain the importance of hydration ◦ To understand the importance of portion control ◦ To interpret and understand information on food labels ◦ To explain what makes a situation fair or unfair. ◦ To explain how being excluded can affect people and to explain what to do if they are being bullied/witness bullying. Link to Anti-Bullying week ◦ To explore the risks associated with drug use	◦ To set a goal ◦ To understand the importance of exercise ◦ To explain the risks associated with alcohol ◦ To understand the risks associated with cannabis and volatile substance abuse ◦ To understand how a parliamentary debate takes place in the House of Commons ◦ To understand explain difference and similarities. Link to Anti-Bullying week ◦ To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online.

Whole School PSHE Progression

	◦ To understand how to keep my body and mind healthy	ways of resolving conflict ◦ To explain what to do if conflict escalates ◦ How to call 999	◦ To explore the benefits of exercise ◦ To explain how to keep my body and mind healthy ◦ To explain how and when to share feelings ◦ To explain a healthy lifestyle	◦ To explore the benefits of exercise ◦ To explain how to keep my body and mind healthy ◦ To explain how and when to share feelings ◦ To explain a healthy lifestyle	◦ To challenge misconceptions about drug users ◦ To explain what peer pressure is and how to challenge it ◦ To explain how to keep my body and mind healthy ◦ To explain how and when to share feelings ◦ To explain a healthy lifestyle	◦ To explain how to keep my body and mind healthy ◦ To explain how and when to share feelings ◦ To explain a healthy lifestyle
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Whole School PSHE Progression

	Nursery	Reception
Spring: Living in the Wider World	◦ PANTS- keeping safe ◦ Celebrating similarities and differences ◦ Recognising special people in our lives ◦ Understanding different types of families ◦ Understanding how we are all different ◦ Understanding how to celebrate being different ◦ Exploring gender stereotypes ◦ Understanding how to stay safe online ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and express a range of emotions ◦ To explain what charity is and explain why people donate to charities ◦ How to keep our body and mind healthy ◦ Understand the benefits of exercise	◦ PANTS – keeping safe ◦ Top recognise what makes us proud ◦ To recognise our achievements ◦ To celebrate the achievements of others ◦ To explore assertive skills ◦ To explain who we are similar and different ◦ To explore gender stereotypes ◦ To explore different types of families ◦ Understanding how to stay safe online ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and express a range of emotions ◦ To explain what charity is and explain why people donate to charities

Whole School PSHE Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring: Living in the Wider World	◦ To understand what charity is and explain why people donate to charity ◦ To understand the difference between wants and needs ◦ To celebrate achievements ◦ To celebrate the achievements of others ◦ To fundraise money for a charity ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how you can keep yourself safe at home ◦ To explain how to keep safe at home ◦ To explain the difference between good and bad secrets ◦ To know when and how to call 999 ◦ To understand the PANTS rule	◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes	◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes	◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain how to save and the benefits of saving ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To understand how stereotypes can label people ◦ To explain how to break gender stereotypes ◦ To explain how and why to share emotions ◦ To explain how to keep your mind healthy ◦ To explain trust online ◦ To explain critical thinking skills	◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To understand deductions that are taken from payslips ◦ To explain what budgeting is and why it is important ◦ To explain what migration is ◦ To explain why people need to migrate ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To understand mental health ◦ To understand how to talk about feelings ◦ To understand how to look after our mental health ◦ To explain why it is important to	◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explore the anxieties around transition ◦ To understand mental health and how to talk about feelings ◦ To understand the importance of sleep ◦ To understand the reasons people may be homeless ◦ To explain what hidden homelessness is ◦ To challenge stereotypes associated with homelessness ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To identify risks that they may face

Whole School PSHE Progression

		◦ To know when and how to call 999 ◦ To understand the PANTS rule			challenge gender stereotypes	◦ To understand what risky behaviours are ◦ To challenge gender stereotypes
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Whole School PSHE Progression

	Nursery	Reception
Summer: Relationships	◦ To explore the feeling of loss ◦ To explore feeling lonely ◦ To identify important people in our lives ◦ To identify special people in our lives ◦ To explain why we have friends ◦ To identify the qualities of a good friend ◦ To identify what makes us happy or sad ◦ To identify basic ways to use medicine correctly ◦ To explain how to manage difficult feelings ◦ To explain how and why to keep clean ◦ To identify people in their family	◦ To understand the terms fair and unfair and identify what is fair and unfair ◦ To explore different types of families ◦ To identify special people in our lives and explain why these people are special ◦ To begin to break gender stereotypes ◦ To begin to challenge gender stereotypes ◦ To explain how to use medicine safely ◦ To identify how things can change ◦ To begin to prepare for change ◦ To explain why ◦ To explain how and why to keep clean ◦ To identify people in their family change is good

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer: Relationships	◦ To identify the qualities of a good friend ◦ To explain what a compliment is and why it is important ◦ To recognise our achievements ◦ To identify places and people who make me feel safe. ◦ To explain why these places and people make us feel safe ◦ To explain why good friends are important and explore how to make new friends ◦ To understand good friendships and saying no ◦ To understand what 'bad' secrets are ◦ To explain who is in their family, while recognising families are different ◦ To explain how they have grown and changed	◦ To identify the qualities of a good friend ◦ To explain how to keep ourselves safe Link to PANTS rule ◦ To understand what pride is and identify what makes us proud ◦ To explain why it is important to feel proud ◦ To explain what makes us proud of other people ◦ To understand what makes a good friend ◦ To identify how we can be a good friend to others ◦ To understand emotions ◦ To explain how to talk about feelings and emotions ◦ To name private parts of their body using correct vocabulary ◦ To explain who is in their family, while recognising families are different	◦ To identify the qualities of a good friend ◦ To identify positive thoughts and how positive thoughts can affect us ◦ To explore the concept of self-talk and identify how this can help us ◦ To identify what makes a healthy relationship and explain what makes a good friend ◦ To understand peer pressure and saying no ◦ To discuss personal boundaries ◦ To explain who is in their family, while recognising families are different If covering FGM lessons: ◦ To know you can say no to bad touch ◦ To understand that FGM is not a rite of passage	◦ To identify the qualities of a good friend ◦ To understand a growth mind-set and how it can affect us ◦ To understand rights in a friendship and to explain why it is important to know these rights ◦ To understand responsibilities in a friendship and explain why it is important to know these responsibilities ◦ To understand healthy friendships and saying no ◦ To explain how to keep your mind healthy ◦ To explain who is in their family, while recognising families are different ◦ To begin to understand the basic changes that happen during puberty	◦ To identify the qualities of a good friend ◦ To understand online pressure ◦ To explain how to use games and apps safely ◦ To understand peer pressure and saying no online ◦ To understand healthy friendships ◦ To understand how to identify good friendships ◦ To understand benefits of a growth mind-set and explain how to develop a growth mind-set ◦ To explain who is in their family, while recognising families are different ◦ To understand the physical and emotional changes that happened during puberty	◦ To identify the qualities of a good friend ◦ To understand how to develop positive self-talk ◦ To explore positive friendships and explain what makes a friendship successful ◦ To gain basic first aid skills ◦ To explain who is in their family, while recognising families are different ◦ To understand the physical and emotional changes that happened during puberty ◦ To understand healthy on and offline friendships ◦ If covering sex education: ◦ To understand human reproductive system

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			If NOT covering FGM lessons: ◦ To understand what dementia is and how it is related to memory	◦ To begin to understand menstruation If covering FGM lessons: ◦ To understand aspects of discrimination ◦ To understand that every individual no matter what their gender should be treated with equal respect and opportunities If NOT covering FGM lessons: ◦ To explore how dementia affects the whole family ◦ To explore how assistive technologies can help people living with dementia	If covering FGM lessons: ◦ To understand the difference between culture and religion ◦ To know I have the right to say no. If NOT covering FGM lessons: ◦ To know the types of difficulties people with dementia may experience	If covering FGM lessons: ◦ To understand how beauty is portrayed around the world. ◦ To know I have the right to say no. If NOT covering FGM lessons: ◦ To know the types of difficulties people with dementia may experience ◦ To explore ways in which communities can support people living with dementia
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