

Progression in P.S.H.E
EYFS – PSE Development, Understanding the World

Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing Autumn 1	<p>Healthy Lifestyles To understand the things that keep our bodies healthy (physical activity, sleep, rest, healthy food). To know about basic personal hygiene routines and why these are important.</p> <p>Growing and changing To recognise what they are good at and set simple goals.</p>	<p>Healthy Lifestyles To recognise how to make healthy choices about their physical and emotional health. To recognise good and not so good feelings and using vocabulary to describe their feelings to others. Identifying simple strategies for managing feelings.</p> <p>Growing and changing To recognise what they are good at and set simple goals.</p>	<p>Healthy lifestyles To understand what makes up a balanced diet. To know the opportunities, they have to make their own choices about food and what influences these choices. To learn what is meant by a habit and how habits can be hard to change.</p> <p>Growing and changing To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p>Healthy lifestyles To understand what makes a 'balanced lifestyle'. To understand how to make choices in relation to health. To learn about drugs that are common in everyday life. To understand how the spread of bacterial infection can be prevented.</p>	<p>Healthy lifestyles To identify what positively and negatively affects health and wellbeing. To be able to make informed choices about the benefits of a balanced diet. To know about the different influences on food.</p> <p>Growing and changing To recognise what they are good at and be able to set goals by realising their aspirations. To recognise the intensity of feelings and being able to manage complex feelings.</p>	<p>Healthy Lifestyles To understand how images in the media can distort reality. To understand that this can affect how people feel about themselves. To learn about the risk and effects of drugs</p> <p>Growing and changing To identify different ways of achieving and celebrating personal goals. To extend their understanding of how having high aspirations can support personal achievements. To develop knowledge about the changes at puberty (<i>recap Y4</i>) and to understand how humans reproduce. To know about roles and responsibilities of parents and carers</p>
	<p>Growing and changing To understand how it feels when there is change or loss.</p> <p>Keeping safe To know that household products, including medicines, can be harmful if not used correctly. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p>	<p>Growing and changing To identify how they are growing, changing and becoming more independent. To learn the correct names for the main parts of the body of boys and girls, including external genitalia.</p> <p>Keeping safe To know how to keep safe in different situations and how to ask for help if they are worried about something. To understand privacy in different contexts.</p>	<p>Growing and changing To deepen their understanding of good and not so good feelings and to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Keeping safe To understand school rules about health and safety, basic emergency aid procedures, where and how to get help. To recognise people who are responsible for helping them stay healthy and safe.</p>	<p>Growing and changing To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To learn about the changes that happen at puberty.</p> <p>Keeping safe To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment. To develop strategies of how to keep safe online.</p>	<p>Growing and changing To develop strategies for coping with change, transition including bereavement and grief.</p> <p>Keeping safe To continue to develop strategies for managing personal safety in the local environment. To develop knowledge about online safety, including sharing images. To understand how to use mobile phones responsibly.</p>	<p>Keeping safe To develop strategies for managing personal safety in the local environment. To know how to manage online safety, including sharing images and mobile phone safety. To understand different influences on behaviour, including peer pressure and media influence. To know how to resist unhelpful pressure and ask for help. To know that female genital mutilation (FGM) is physical abuse and is illegal. To identify who is responsible for their health and wellbeing where to get help advice and support.</p>
Health and Wellbeing Autumn 2						

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Spring	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships Spring 1	<p><u>Feelings and emotions</u> To recognise how other people are feeling. To recognise how others, show feelings and how to respond kindly to them.</p> <p><u>Healthy relationships</u> To learn the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p>	<p><u>Feelings and emotions</u> To recognise that their behaviour can affect other people. To understand that bodies and feelings can be hurt.</p> <p><u>Healthy relationships</u> To learn about listening to others and playing cooperatively. To identify appropriate and inappropriate touch.</p>	<p><u>Feelings and emotions</u> To recognise feelings in others and being able to respond to how others are feeling.</p> <p><u>Healthy relationships</u> To understand what makes positive, healthy relationships and friendships; To know how to maintain friendships.</p>	<p><u>Feelings and emotions</u> To understand how to keep something confidential or secret and when to break a confidence. To be able to recognise and manage dares.</p> <p><u>Healthy relationships</u> To identify acceptable and unacceptable physical contact.</p>	<p><u>Feelings and emotions</u> To be able to recognise and respond appropriately to a wider range of feelings in others.</p> <p><u>Healthy relationships</u> To understand that actions have consequences. To further develop how to work collaboratively through negotiation, compromise and giving feedback.</p>	<p><u>Feelings and emotions</u> To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p><u>Healthy relationships</u> To identify different types of relationships. To have positive and healthy relationships. To deepen their knowledge of maintaining relationships and recognising when a relationship is unhealthy (including forced marriage).</p>
	<p><u>Healthy relationships</u> To identify their special people, what makes them special and how special people should care for one another.</p> <p><u>Valuing difference</u> To share their views and opinions with others. To identify and respect the differences and similarities between people.</p>	<p><u>Healthy relationships</u> To recognise that hurtful teasing and bullying is wrong and what to do if teasing and bullying is happening. To share their views and opinions with others.</p> <p><u>Valuing difference</u> To learn about the importance for respect for the differences and similarities between people.</p>	<p><u>Healthy relationships</u> To understand that actions affect ourselves and others. To understand the importance of working collaboratively.</p> <p><u>Valuing difference</u> To know how to recognise and respond to bullying.</p>	<p><u>Healthy relationships</u> To have strategies to solve disputes and conflicts amongst peers.</p> <p><u>Valuing difference</u> To listen and respond effectively to people. To understand how to share different points of view.</p>	<p><u>Valuing difference</u> To carefully listen to others. To be able to raise concerns and challenge issues raised.</p>	<p><u>Healthy relationships</u> To know what is meant by a committed and loving relationships, including marriage. To be clear about acceptable and unacceptable physical touch, their personal boundaries and the right to privacy.</p> <p><u>Valuing difference</u> To deepen their understanding of how to listen to others, raise concerns and challenge. To understand what makes people the same or different. To recognise and challenge stereotypes and to understand the effects of discrimination and bullying.</p>
Relationships Spring 2						

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Summer	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p align="center">Living in the Wider World Summer 1</p>	<p><u>Rights and responsibilities</u> To learn how they can contribute to the life of the classroom and school. To understand group and class rules how these rules help them. To recognise ways in which they are all unique. To understand the ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p><u>Rights and responsibilities</u> To understand group and class rules. To respect their own and others' needs. To identify the different groups and communities they belong to. To identify people who work in the community and how to get help in an emergency.</p>	<p><u>Rights and responsibilities</u> To be able to discuss and debate health and wellbeing issues. To understand that they are part of the community and who works in the community. <u>Environment</u> To be able to show how they care for the environment (e.g. animals and school grounds)</p>	<p><u>Rights and responsibilities</u> To understand how to discuss and debate health and wellbeing issues. To appreciating difference and diversity in the UK and around the world. <u>Environment</u> To understand the value of sustainability of the environment across the world.</p>	<p><u>Rights and responsibilities</u> To discuss and debate health and wellbeing issues, using past and present knowledge. To understand the rules and laws and how they change. To identify anti-social Behaviour. To be able to respect and resolve differences. <u>Environment</u> To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p>	<p><u>Rights and responsibilities</u> To further discuss and debate health and wellbeing issues. To understand what human rights are and the rights of child. To know the cultural practices and British law. To understand the importance of being part of a community and knowing groups that support communities. To be critical of what is in the media and what they forward to others.</p>
<p align="center">Living in the Wider World Summer 2</p>	<p><u>Environment</u> To understand how to look after the local environment, including conserving energy. <i>(Cross curricular with Year 2)</i> <u>Money</u> To understand where money comes from and what it is used for. To gain knowledge of how to spend and save money. To understand how to keep money safe.</p>	<p><u>Environment</u> To learn about what improves and harms their local, natural and built environments. <i>(Cross curricular with Year 1)</i> <u>Money</u> To understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p><u>Money</u> To learn what is meant by enterprise and begin to develop enterprise skills. To identify the importance of finance in people's lives. To understand what a critical consumer is. How to look after money. <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 6)</i></p>	<p><u>Money</u> To understand the role of money and how to manage money by saving and budgeting. To identify what is meant by interest and loan.</p>	<p><u>Environment</u> To continue to develop the skills to exercise these responsibilities. <u>Money</u> To understand the importance of finance in people's lives. To learn how to be a critical consumer. To develop their knowledge of looking after money by understanding the terms; interest, loan, debt and the management of money, including tax</p>	<p><u>Environment</u> To recognise their different rights, responsibilities and duties. To understand how resources are allocated; and the effect of this on individuals, communities and the environment. <u>Money</u> To identify the importance of finance in people's lives. To develop their knowledge of how to be a critical consumer. To deepen their knowledge of looking after money through; interest, loan, debt and the management of money including tax. <i>(CROSS YEAR- GROUP PROJECT WITH YEAR 3)</i></p>