


PSHRE - Curriculum Progression

EYFS			
			
Health and Wellbeing	<p>Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. (0-3)</p> <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (0-3)</p> <p>Be increasingly able to talk about and manage their emotions.(0-3)</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.(3-4)</p>	<p>See themselves as a valuable individual. (R)</p> <p>Show resilience and perseverance in the face of challenge.(R)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)</p>
	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.(0-3)</p> <p>Find ways of managing transitions, for example from their parent to their key person.(0-3)</p> <p>Thrive as they develop self-assurance.(0-3)</p>		<p>Express their feelings and consider the feelings of others.(R)</p> <p>Identify and moderate their own feelings socially and emotionally. (R)</p> <p>Manage their own needs.(R)</p> <p>Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices. (ELG)</p>
	<p>Safely explore emotions beyond their normal range through play and stories.(0-3)</p>		<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. (ELG)</p>

PSHRE - Curriculum Progression


EYFS

LEARNING PROGRESSION 

Living in the Wider World

<p>Express preferences and decisions. They also try new things and start establishing their autonomy. (0-3)</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. (0-3)</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. (3&4)</p> <p>Show more confidence in new social situations.(3&4)</p>	<p>Think about the perspectives of others.(R)</p>
	<p>Increasingly follow rules, understanding why they are important.(3&4)</p> <p>Do not always need an adult to remind them of a rule.(3&4)</p>	<p>Explain the reasons for rules, know right and wrong and try to behave accordingly. (ELG)</p>
	<p>Develop their sense of responsibility and membership of a community. (3&4)</p>	<p>Work and play cooperatively and take turns with others (ELG)</p>

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EYFS			
LEARNING PROGRESSION 			
Relationships	<p>Engage with others through gestures, gaze and talk. (2-3)</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. (2-3)</p> <p>Engage with others through gestures, gaze and talk.(2-3)</p>	<p>Play with one or more other children, extending and elaborating play ideas. (3-4)</p> <p>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. (3-4)</p>	<p>Work and play cooperatively with others.(ELG)</p> <p>Form positive attachments of adults and friendships with peers. (ELG)</p>
	<p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink..(0-3)</p>	<p>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. (3-4)</p>	
	<p>Develop friendships with other children.(0-3)</p>	<p>Build constructive and respectful relationships. (3-4)</p>	<p>Think about the perspectives of others (R)</p> <p>Show sensitivity to their own and others needs. (ELG)</p>

Key Stage 1

LEARNING PROGRESSION

Health and Wellbeing

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. about how physical activity helps us to stay healthy; and ways to be physically active everyday
 H5. simple hygiene routines that can stop germs from spreading
 H8. how to keep safe in the sun and protect skin from sun damage

H4. about why sleep is important and different ways to rest and relax
 H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
 H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
 H16. about ways of sharing feelings; a range of words to describe feelings
 H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
 H10. about the people who help us to stay physically healthy

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
 H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
 H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H11. about different feelings that humans can experience
 H12. how to recognise and name different feelings
 H13. how feelings can affect people's bodies and how they behave
 H14. how to recognise what others might be feeling
 H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
 H21. to recognise what makes them special
 H22. to recognise the ways in which we are all unique
 H23. to identify what they are good at, what they like and dislike
 H24. how to manage when finding things difficult

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
 H25. to name the main parts of the body including external genitalia
 H26. about growing and changing from young to old and how people's needs change
 H27. about preparing to move to a new class/year group
 H28. about rules and age restrictions that keep us safe
 H29. to recognise risk in simple everyday situations and what action to take to minimise harm
 H30. about how to keep safe at and fire safety
 H31. that household products (including medicines) can be harmful if not used correctly
 H32. ways to keep safe in familiar and unfamiliar environments and how to cross the road safely
 H33. about the people whose job it is to help keep us safe
 H35. about what to do if there is an accident and someone is hurt
 H36. how to get help in an emergency

Key Stage 1

LEARNING PROGRESSION

Living in the Wider World

L1. about what rules are, why they are needed, and why different rules are needed for different situations
 L2. how 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

L2. how people and other living things have different needs; about the responsibilities of caring for them
 L4. about the different groups they belong to
 L5. about the different roles and responsibilities people have in their community
 L6. to recognise the ways they are the same as, and different to, other people

L7. about 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

L8. about the role of the internet in everyday life
 L9. that not all information seen online is true

L14. that everyone has different strengths
 L16. 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

L10. what money is; forms that money comes in; 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. that money needs to be looked after; different ways of doing this
 L15. that jobs help people to earn money to pay for things

Key Stage 1

LEARNING PROGRESSION

Relationships

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
 R2. to identify 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. to identify common features of family life
 R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

R6. about how people make friends and what makes a good friendship
 R7. about how to recognise when they or someone else feels lonely and what to do
 R8. simple strategies to resolve arguments between friends positively
 R9. how to ask for help if a friendship is making them feel unhappy
 R24. how to listen to other people and play and work cooperatively

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
 R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by under-wear are private
 R15. how to respond safely to adults they don't know
 R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
 R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R11. about how people may feel if they experience hurtful behaviour or bullying
 R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
 R14. that sometimes people may behave differently online, including by pretending to be someone they are not
 R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
 R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
 R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

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

Key Stage 2

LEARNING PROGRESSION



Health and Wellbeing

H1. how to make informed decisions about health
 H2. about the elements of a balanced, healthy lifestyle
 H3. about choices that support a healthy lifestyle, and recognise what might influence these
 H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
 H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
 H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
 H17. to recognise that feelings can change over time and range in intensity
 H18. about everyday things that affect feelings and the importance of expressing feelings
 H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H2. about the elements of a balanced, healthy lifestyle
 H5. about what good physical health means; how to recognise early signs of physical illness
 H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care
 H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
 H31. about the physical and emotional changes that happen when approaching and during puberty


H27. to recognise their individuality and personal qualities
 H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
 H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
 H34. about where to get more information, help and advice about growing and changing, especially about puberty

H38. how to predict, assess and manage risk in different situations
 H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
 H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
 H38. how to predict, assess and manage risk in different situations
 H40. about the importance of taking medicines correctly and using household products safely,
 H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

PSHRE - Curriculum Progression

Key Stage 2	
	
Living in the Wider World	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>
	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>
	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>
<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>L13 about some of the different ways information and data I shared and used online, including for commercial purposes</p> <p>L14 about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p>

Key Stage 2

LEARNING PROGRESSION

Relationships

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
 R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
 R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
 R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
 R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
 R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
 R13. the importance of seeking support if feeling lonely or excluded
 R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
 R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
 R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
 R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
 R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
 R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
 R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own