**PSHE/RSHE Progression Map**

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| EYFS | Self- Regulation | | Managing self | | Building Relationships | |
| Nursery | **Range 5**  **•** 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.  • Increasingly follow rules, understanding why they are important.  • Remember rules without needing an adult to remind them.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  • Understand gradually how others might be feeling.  • Express their feelings and consider the feelings of others.  • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.  • Think about the perspectives of others. | | **Range 5**  Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.  • Make healthy choices about food, drink, activity and toothbrushing.  Manage their own needs. - personal hygiene  • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | | **Range 5**  • Develop their sense of responsibility and membership of a community.  • Become more outgoing with unfamiliar people, in the safe context of their setting.  • Show more confidence in new social situations.  • Play with one or more other children, extending and elaborating play ideas.  • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  • Develop appropriate ways of being assertive.  • Talk with others to solve conflicts.  • See themselves as a valuable individual.  • Build constructive and respectful relationships. | |
| Reception | **Range 6**  • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | | **Range 6**  • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  • Explain the reasons for rules, know right from wrong and try to behave accordingly.  • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | **Range 6**  • Work and play cooperatively and take turns with others.  • Form positive attachments to adults and friendships with peers.  • Show sensitivity to their own and to others’ needs. | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Relationships- Family and**  **Friendship** | Recognising feelings in self and others; sharing feelings; conventions of  courtesy and manners | Behaviour; bodies and feelings can be hurt; feeling lonely and  getting help | Recognising feelings in others; responding to how others are feeling | Keeping something confidential or secret; when to break a  confidence; recognise | Responding to feelings in others; managing friendships and peer  influence | Confidentiality and when to break a confidence; managing dares;  recognising and managing |
|  | (seeking permission) |  |  | and manage dares |  | pressure; consent in different situations |
| **Relationships- Safe**  **relationships** | Secrets and keeping safe; special people in their lives; the  importance of family and | Listening to others and playing co-operatively; appropriate and  inappropriate touch; | Importance of positive, healthy, stable relationships and  friendships (online and | Benefits of healthy relationships/ friendships; acceptable  and unacceptable | Actions have consequences; working collaboratively;  negotiation and | Different types of relationships; positive and healthy  relationships; maintaining |
|  | friendships | teasing and bullying; | offline); how to maintain | physical contact; solving | compromise; giving | relationships; recognising |
|  |  | managing secrets; | friendship; actions | disputes and conflicts | feedback; seeking | when a relationship is |
|  |  | resisting pressure | affect ourselves and | amongst peers; | permission; | unhealthy (including |
|  |  | Recognising what they | others; working | importance of self- | characteristics of | forced marriage); |
|  |  | are good at; setting | collaboratively; what | respect and | healthy family life/ | committed, loving |
|  |  | goals | makes a family- features  of family life | requirements to respect  others | friendships | relationships; marriage  and civil partnership as a |
|  |  |  |  |  |  | legally recognised |
|  |  |  |  |  |  | commitment |
|  |  |  |  |  |  | Acceptable and |
|  |  |  |  |  |  | unacceptable physical |
|  |  |  |  |  |  | touch; personal |
|  |  |  |  |  |  | boundaries and the right |
|  |  |  |  |  |  | to privacy |
| **Relationships- Respecting ourselves and others** | Respecting similarities and differences in others; respecting family diversity; sharing views and ideas | The importance of respecting similarities and differences in others; sharing views and ideas | Personal boundaries; safely responding to others; the impact of hurtful behaviour; recognising types of bullying and responding to bullying (how to get help) – this includes cyber bullying | How to keep safe in the local area and online (appropriate boundaries); people who help them stay healthy and safe (asking for help and reporting feeling unsafe and abuse) | Responding respectfully to a wide range of people; recognising prejudice and discrimination; listening to others; raise concern and challenge | Respecting others and respecting others points of view; including discussing topical issues; listening to others; raise concerns and challenge  What makes people the  same or different; recognising and challenging stereotypes;  discrimination and bullying |

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| **Living in the Wider World**  **– Belonging to**  **a community** | Group and class rules; everybody is unique in some ways and the same  in others; looking after  the local environment  **(cross project with**  **year 2)** | Group and class rules; respecting their own and other’s needs; groups  and communities they  belong to; people who  work in the community;  getting help in an  emergency; looking after  the local environment  **(cross project with**  **year 1)** | The values of rule and laws: rights, freedom and responsibilities  Discuss and debate  health and wellbeing  issues.  Being part of a  community and who  works in the community | What makes a community: shared responsibilities  Discuss and debate  health and wellbeing  issues.  Appreciating difference  and diversity in the UK  and around the world  Sustainability of the  environment across the  world | Different rights; responsibilities and duties; protecting the  environment, compassion  towards others  Discuss and debate  health and wellbeing  issues.  Rules and laws; changing  rules and laws; antisocial  behaviour; respecting  and resolving difference | Discus and debate health and wellbeing issues.  Human rights; the rights  of the child; cultural  practise and British law.  Being part of a  community; groups that  support communities.  How resources are  allocated; effect of this  on individuals,  communities and  environment. |
| **Living in the Wider World**  **– Media literacy and digital resilience** | Using the internet and digital devices; communicating online | The internet in everyday life; online content and information | How the internet is used; assessing information online | How data is shared and used | Online safety- including sharing images, mobile phone safety and how information is used and shared; how information is targeted; different media types- their role and impact | Evaluating media sources; sharing things online; how to critically consider online content |
| **Living in the Wider World**  **– Money and work** | Where money comes from; how to use money- saving and spending  money | Where money comes from; saving and spending money; making  choices; keeping track of  money spent/saved | Different jobs and skills; job stereotypes; setting personal goals  Enterprise; what it  means; developing skills  in enterprise  **(cross project with year**  **6)** | Role of money; managing money (saving and budgeting); what is  meant by interest and  loan | Identifying job interests and aspirations; what influences carer choices;  workplace stereotypes;  importance of finance in  people’s lives; being a  critical consumer; looking  after money; interest;  loan; debt; management  of money; tax | Influences and attitudes to money; money and financial risks  Enterprise; what it  means; developing skills  in enterprise  **(cross project with year**  **3)** |

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| **Health and Wellbeing –**  **Physical** | What helps keep bodies healthy; hygiene routines, food and  exercise, sun safety | Healthy choices, why sleep is important, keeping teeth healthy;  different feelings; | What makes a balanced diet; opportunities for making own choices with  food; what influences | Listen and respond effectively to people; share points of view;  respecting differences | What positively and negatively affects health and wellbeing; making  informed choices; | What effects mental health and how to take care of it; manage  change- loss and |
| **health and mental**  **wellbeing** |  | managing feelings | their food choices; habits | and similarities- discussing difference sensitively | benefits of a balanced diet; healthy sleep habits; different  influences on food; skills | bereavement; managing time online; images in the media and reality; how  this can affect how |
|  |  |  |  |  | to make choices; | people feel; risks and |
|  |  |  |  |  | vacations, immunisation | effects of drugs – law |
|  |  |  |  |  | and allergies | and media |
| **Health and Wellbeing – Growing and changing** | Recognise what they are good at (what makes them unique and special); setting goals. change and loss and how it feels | Growing; changing (human development from birth to old age) and being more independent; correct names for body parts (including external genitalia); your body belongs to you | Recognising what they are good at; setting goals. personal strength and achievements; managing and reframing setbacks  Describing feelings; conflicting feelings and how to manage feelings | Recognise what they are good at; setting goals.  Key facts about the changing body and puberty –physical and emotional changes (human development from birth to old age) facts about menstrual cycle and menstrual wellbeing  Changes that happen in  life and feelings associated with change | Recognising what they are good at; setting goals; aspirations; personal identity; individuality and different qualities  Intensity of feelings; manging complex feelings.  Coping with change and transition; bereavement and grief | Recognising what they are good at; setting goals; aspirations.  Changes at puberty- recap from previous years (human development from birth to old age); human reproduction (how a baby is conceived and born); roles and responsibilities of parents |
| **Health and Wellbeing-**  **Keeping Safe** | Keeping safe around household products; how to respond to adults you  don’t know; how to ask | Keeping safe in different situations (people can behave  differently online); how | School rules on health and safety (including rules for keeping safe  online); basic emergency | What makes a balanced lifestyle and making choices; oral hygiene and  dental care; drugs | Strategies for managing personal safety (where to get help and advice) in  the local environment; | Independence; increased responsibility; keeping safe (personal  information); influences |
|  | for help if worried about | to ask for help if they | aid; people who help | common to everyday life; | what to do in an | on behaviour; resisting |
|  | something. Howe rules  and age restrictions help | are worried about  something (how to | them stay healthy and  safe; risks and hazards- | hygiene and germs | emergency; first aid | pressure; rights to  protect their body and |
|  | us; keeping safe online | recognise situations and  how to seek advice) ; | safety in the local  environment and |  |  | speaking out (including  against FGM); |
|  |  | privacy in different  contexts (what privacy | unfamiliar places |  |  | responsible for their  health and safety; where |
|  |  | means) |  |  |  | to get help and advice |

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|  |  | Risk and safety at home;  what to do in an emergency |  |  |  |  |