

PSHE Progression Mapping

| | | | | | | | | |
|--|--|------------------|--|-------------------------------|---|---|-------------------------------|-------------------------------|
| EYFS; KS1; KS2 | These are the minimum end of year expectations for our EYFS learners in relation to Understanding the World. Objectives taken from Development Matters (July 2021) | | This document shows how PSHE objectives are designed in a progressive way to ensure learners become more proficient as they move through the school, securing and applying the PSHE mastery objectives. Each teacher should be aware of their own PSHE objectives, and of those which have come before. Objectives taken from PSHE 3 Dimensions. | | | | | |
| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Potential hooks and driving context | | | | | | | | |
| Enrichment/Trips / Residentials | | | Time4sport Healthy Lifestyles | Time4sport Healthy Lifestyles | Dementia Friends Time4sport Healthy Lifestyles | Nuffield Health Healthy Minds First Aid | Time4sport Healthy Lifestyles | Time4sport Healthy Lifestyles |
| Health and Wellbeing | | | | | | | | |
| Physical wellbeing | Learning Objectives: | | | | | | | |

| | | | | | | | | |
|--|---|--|---|---|---|---|---|--|
| | <p>I am increasingly independent in meeting my own care needs, e.g., brushing teeth, using the toilet, washing and drying my hands thoroughly.</p> <p>I can make healthy choices about food, drink, activity and toothbrushing.</p> | <p>I can manage my own needs with regards personal hygiene</p> <p>I can talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian | <p>I can show an understanding about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>I can learn to eradicate germs and the spread of diseases by washing hands</p> <p>I can understand the importance of maintaining personal hygiene</p> <p>I can understand how germs spread infections and diseases</p> <p>I can learn about where vegetables and fruit grow</p> <p>I can understand the social aspect of eating food together</p> <p>I can show an understanding that making good choices about food will improve my health and well-being</p> <p>I can show an understanding of what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>I can understand the need for protein as part of a balanced diet</p> <p>I can recognise which types of food are</p> | <p>I can learn about the importance of and reasons for bathing and showering</p> <p>I can understand the importance of maintaining personal hygiene</p> <p>I can show an understanding about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>I can learn about the importance of effective teeth cleaning and good dental hygiene</p> <p>I can show an understanding about the importance of a healthy lifestyle</p> <p>I can show an understanding of the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>I can find out which foods are good for us</p> <p>I can learn about the importance of medicine safety</p> <p>I can show an understanding that all household products, including medicines, can be harmful if not used correctly</p> | <p>I can show an understanding that the rate at which we grow differs from person to person.</p> <p>I can know and understand how to look after our teeth</p> <p>I can understand what happens when we lose teeth as we grow up and why this happens</p> <p>I can make a clear and efficient call to emergency services if necessary</p> <p>I can show an understanding of the meaning of the word 'healthy'</p> <p>I can show an understanding of the risks associated with an inactive lifestyle (including obesity)</p> <p>I can show an understanding of the recommended guidelines for physical activity and understand the reasons for these</p> <p>I can show an understanding of the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> | <p>I can show an understanding of what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>I can show where different foods come from</p> <p>I can show an understanding of the function of different food groups for a balanced diet</p> <p>I can show an understanding of the principles of planning and preparing a range of healthy meals</p> <p>I can learn to prepare and cook a variety of dishes</p> | <p>I can show an understanding of the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>I can show an understanding of key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>I can show an understanding of the characteristics and mental and physical benefits of an active lifestyle</p> <p>I can show an understanding of the importance of making changes in adopting a more healthy lifestyle</p> <p>I can show an understanding of what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>I can show an understanding about the different food groups and their related importance as part of a balanced diet</p> <p>I can develop an awareness of my own dietary needs</p> <p>I can show an understanding of the</p> | <p>I can show an understanding of how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>I can self-assess, understanding how this will help my future actions.</p> <p>I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency.</p> <p>I can talk with a wide range of adults.</p> <p>I can show an understanding of the facts and science relating to allergies, immunisation and vaccination.</p> |
|--|---|--|---|---|---|---|---|--|



PSHE Progression Mapping



| | |
|----------------|----------------------|
| Mental welling | Learning Objectives: |
|----------------|----------------------|

| | | | | | | | | |
|--|--|---|--|---|--|--|--|--|
| | | <p>I can see myself as a valuable individual.</p> | <p>I can understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>I can learn about making positive choices and how they can lead to happiness.</p> <p>I can recognise, name, manage and express feelings in a positive way.</p> <p>I can recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>I can recognise and communicate feelings to others.</p> <p>I can learn how to share my views.</p> <p>I can recognise, name and deal with my feelings in a positive way.</p> <p>I can learn about the difference between secrets and surprises</p> <p>I understand when not to keep adults' secrets</p> <p>I can understand that it</p> | <p>I can understand that all actions have consequences</p> <p>I can take responsibility for my actions</p> <p>I can learn from experiences</p> <p>I can recognise what is right and wrong and how behaviour affects other people</p> <p>I can think about myself, learn from experiences and recognise what I am good at</p> <p>I can recognise choices that I can make and value my achievements</p> <p>I can set simple goals and targets for myself</p> <p>I can show an understanding that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>I can learn about a range of different</p> | <p>I can show an understanding of how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>I can show an understanding of how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings</p> <p>I can show an understanding that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>I can understand the difference between the terms physical, emotional and mental</p> <p>I can be more self aware.</p> <p>I can understand why setting goals is important.</p> <p>I can show an understanding of the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> | <p>I can judge whether what I am feeling and how I am behaving is appropriate and proportionate</p> <p>I can show an understanding that isolation and loneliness can affect me and that it is very important for me to discuss my feelings with an adult and seek support</p> <p>I can show an understanding that others' families, either in school or in the wider world, sometimes look different from my family, but that I should respect those differences and know that other children's families are also characterised by love and care.</p> <p>I can understand that family units can be different and can sometimes change</p> <p>I can understand that everyone has different strengths and weaknesses.</p> <p>I can learn about the importance of self-respect and how this links to my own happiness.</p> <p>I can set realistic targets.</p> <p>I can show an understanding of how to break down the steps needed to achieve a goal</p> | <p>I can show an understanding of how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings</p> <p>I can show an understanding about the cyclic nature of life and how death is an inevitable part of this cycle</p> <p>I can show an understanding of how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>I can understand the need for empathy when peers are experiencing conflict at home</p> <p>I can show that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>I can show the basic synergy between physical, emotional and mental health</p> | <p>I can recognise my strengths and how they can contribute to different groups.</p> <p>I can identify and talk about my own and others' strengths and weaknesses and how to improve.</p> <p>I can self-assess, understanding how this will help my future actions.</p> <p>I can identify the skills I need to develop to make my own contribution in the working world in the future.</p> <p>I can reflect on past achievements.</p> <p>I can work collaboratively towards common goals.</p> <p>I can make connections between my learning, the world of work and my future economic wellbeing.</p> <p>I can begin to set personal goals.</p> <p>I can recognise how my behaviour and that of others may influence people both positively and negatively.</p> <p>I can show an understanding of how and when to seek support including which adults to speak to in school if I am worried about my health.</p> <p>I can show an understanding that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if</p> |
|--|--|---|--|---|--|--|--|--|

| Relationships | | | | | | | | |
|-------------------------------------|----------------------|--|---|--|---|---|---|--|
| Families and people who care for me | Learning Objectives: | | | | | | | |
| | | | <p>I can show an understanding of the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>I can learn how to develop positive relationships with peers</p> <p>I can recognise that family and friends should care for each other</p> <p>I can show an understanding that families are important for children growing up because they can give love, security and stability</p> <p>I can recognise that family and friends should care for each other</p> <p>I can identify my special people and what makes them special</p> | | <p>I can understand why it is important to listen to others</p> <p>I can understand why it is important to work collaboratively</p> <p>I can show an understanding of how to identify ways to improve the environment</p> <p>I can spot problems and find ways of dealing with them</p> | <p>I can understand how we are all connected by our similarities.</p> <p>I can show an understanding that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>I can understand how the make-up of family units can differ</p> | <p>I can show an understanding of how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>I can understand the importance of listening to others</p> <p>I can understand the role of the listener in any relationship</p> | <p>I can show an understanding of how relationships can change as a result of growing up</p> |
| Caring friendships | Learning Objectives: | | | | | | | |

PSHE Progression Mapping

| | | | | | | | | |
|------------|---|---|--|--|--|---|---|--|
| | <p>I can develop appropriate ways of being assertive.</p> <p>I can talk with others to solve conflicts.</p> <p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can understand gradually how others might be feeling.</p> | <p>I can build constructive and respectful relationships.</p> | <p>I can show an understanding that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>I can understand the importance of making friends</p> <p>I can identify and respect the differences and similarities between people</p> <p>I can recognise what is kind and unkind behaviour</p> <p>I can understand that family and friends should care for each other</p> | <p>I can learn about the importance of sharing as part of friendship and kindness.</p> | <p>I can understand the features of a good friend</p> <p>I can understand why it is important to be positive in relationships with others</p> <p>I can recognise that there are many ways to communicate</p> <p>I can understand the need to communicate clearly</p> <p>I can understand why it is important to listen to others</p> | <p>I can understand what self-esteem is and why it is important</p> <p>I can communicate my opinions in a group setting</p> | <p>I can show an understanding of the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>I can recognise that there are many different ways to communicate</p> <p>I can understand the need for confidentiality in certain situations</p> <p>I can understand that there are many situations in which collaboration is necessary</p> <p>I can understand the need to develop teamwork skills</p> <p>I can recognise that there are many roles within a community</p> <p>I can understand the need to collaborate in a group situation</p> | <p>I can show an understanding of how marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> |
| Respectful | Learning Objectives: | | | | | | | |

| | | | | | | | | |
|---------------|---|---|---|--|--|--|--|---|
| relationships | <p>I can develop my sense of responsibility and membership of a community.</p> <p>I can become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>I can show more confidence in new social situations.</p> <p>I can play with one or more other children, extending and elaborating play ideas.</p> <p>I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> | <p>I can express my feelings and consider the feelings of others.</p> <p>I can show resilience and perseverance in the face of challenge.</p> <p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I can think about the perspectives of others.</p> | <p>I can learn about the conventions of courtesy and manners.</p> <p>I can show that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>I can recognise and communicate feelings to others</p> <p>I can recognise, name and deal with my feelings in a positive way</p> <p>I can learn to take part in discussions with one other person and the whole class</p> <p>I can understand that it is important to share my opinions and to be able to explain my views</p> <p>I can learn to listen to other people and play and work cooperatively</p> <p>I can show an understanding of the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different</p> | <p>I can show the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>I can learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships.</p> <p>I can learn about the importance of sharing as part of friendship and kindness</p> <p>I can recognise what is fair and unfair</p> <p>I can learn to take part in discussions with the whole class.</p> <p>I can understand the difference between right and wrong</p> <p>I can recognise the importance of listening to other people</p> <p>I can understand the importance of being able to work cooperatively</p> <p>I can understand the concept of negotiation</p> | <p>I can show an understanding of how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>I can show an understanding that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>I can understand the features of a good friend</p> <p>I can understand why it is important to be positive in relationships with others</p> <p>I can show an understanding that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>I can show an understanding of what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>I can understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, respect and honesty</p> | <p>I can understand the terms 'resilience' and 'persistence' and why these character traits are important</p> <p>I can show an understanding about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>I can recognise bullying behaviour</p> <p>I can understand why it is important to listen to others</p> <p>I can communicate my opinions in a group setting</p> <p>I can understand and appreciate the range of different cultures and religions represented within school</p> <p>I can learn about the need for tolerance for those of different faiths and beliefs.</p> <p>I can show an understanding of what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>I can understand the term 'diversity' and appreciate diversity within school</p> | <p>I can recognise that there are many ways to communicate</p> <p>I can understand the need to both listen and speak when communicating with others</p> <p>I can show an understanding that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>I can understand the importance of touch in a range of contexts</p> <p>I can show an understanding of the difference between appropriate and inappropriate touches</p> <p>I can recognise and report feelings of being unsafe or feeling bad about any adult</p> | <p>I can show an understanding that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> |
|---------------|---|---|---|--|--|--|--|---|

| | | | | | | | | |
|---------------------------|----------------------|--|---|--|--|--|--|--|
| Being safe | Learning Objectives: | | | | | | | |
| | | | <p>I can show an understanding of different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help</p> <p>I can learn about bullies and bullying behaviour</p> <p>I can understand that bullying is wrong</p> <p>I can understand that name-calling is hurtful and avoidable</p> <p>I can take part in discussions with the whole class</p> <p>I can recognise how my behaviour affects other people</p> <p>I can understand what is and what is not bullying behaviour</p> <p>I can understand that bullying is wrong</p> | | | I can recognise the difference between isolated hostile incidents and bullying | | |
| | Learning Objectives: | | | | | | | |
| Living in the Wider World | | | | | | | | |
| Diversity and | Learning Objectives: | | | | | | | |

PSHE Progression Mapping

| | | | | | | | | |
|----------|---|--|---|---|---|--|--|---|
| equality | <p>I can select and use activities and resources, with help when needed.</p> <p>I can increasingly follow rules, understanding why they are important.</p> <p>I can remember rules without needing an adult to remind me.</p> | | <p>I can take turns</p> <p>I can agree and follow rules for a collaborative game</p> <p>I can understand that people and other living things have needs and that they have responsibilities to meet them</p> <p>I can learn about responsibility to others</p> <p>I can understand the concept of 'borrowing'</p> <p>I can show responsibility to others</p> <p>I can understand the importance of sharing</p> <p>I can show an understanding that everyone has a responsibility to consider the needs others</p> | <p>I can understand our role in the class community .</p> <p>I can understand how to contribute to the life of the classroom.</p> <p>I can understand that I belong to various groups and communities</p> <p>I can develop a sense of belonging in the wider community</p> <p>I can understand the role of the local community</p> <p>I can develop a strong relationship within the local community</p> <p>I can understand the importance of shared responsibility within all communities</p> | <p>I can understand why it is important to be part of a community</p> | | <p>I can understand why structure is needed in different situations</p> <p>I can understand the term 'anarchy' and understand the implications of living in an anarchic society</p> <p>I can understand the benefits of living in a diverse community and learn to celebrate diversity</p> | <p>I can identify different forms of discrimination against people in societies.</p> <p>I can recognise and respect similarities and differences between people.</p> <p>I can recognise stereotyping and discrimination.</p> <p>I can recognise the factors influencing opinion and choice, including the media.</p> <p>I can challenge stereotyping and discrimination.</p> <p>I can recognise the factors influencing opinion and choice, including the media</p> |
| Rights | Learning Objectives: | | | | | | | |

PSHE Progression Mapping

| | | | | | | | | |
|---------------|----------------------|--|--|---|--|---|---|--|
| | | | <p>I can understand the reason why we have rules</p> <p>I Learn about rules as expectations</p> <p>I can understand to agree and follow rules for my group and classroom</p> <p>I can recognise why rules and expectations are important</p> <p>I can understand the why we have rules / expectations</p> <p>I can learn about how I can contribute to the life of the class</p> | <p>I can take part in a simple debate about topical issues</p> <p>I can communicate my feelings to others</p> <p>I can share opinions and explain my views</p> <p>I can listen to other people and work cooperatively</p> | | | <p>I can understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy</p> <p>I can learn about organisations such as the United Nations</p> <p>I can understand the importance and significance of equal rights</p> | |
| Risks | | | <p>I can understand where money comes from</p> <p>I can recognise notes and coins</p> <p>I can understand the role of money in our society</p> <p>I can understand why it is important to keep money safe</p> | <p>I can understand the importance of managing money carefully</p> <p>I can understand the importance of choices and spending money wisely</p> <p>I can gain a basic understanding of enterprise</p> | <p>I can understand why rules are needed in different situations</p> <p>I can recognise that rules may need to be changed</p> <p>I can understand why it is important to plan ahead and think of potential consequences as a result of their actions</p> <p>I can understand why it is important to behave responsibly</p> <p>I can recognise that actions have consequences</p> | <p>I can learn about and reflect on my own spending habits / choices</p> <p>I can understand why financial management and planning is important from a young age.</p> | <p>I can learn about budgeting and what it means to budget</p> <p>I can understand why financial management and planning is important from a young age</p> <p>I can understand financial terms such as loan, interest, tax and discount</p> <p>I can understand why aspirations are important in helping to plan for the future</p> <p>I can understand the principles of enterprise</p> <p>I can understand profit and loss</p> <p>I can understand the principles of charity work</p> | |
| Online safety | | | | | | | | |
| Online | Learning Objectives: | | | | | | | |

| | | | | | | | | |
|---------------|--|--|--|--|---|---|---|---|
| relationships | | | | | <p>I can show an understanding of the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>I can show an understanding of the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>I know how to consider the effect of my online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> | <p>I can use ICT safely including using software features and settings</p> <p>I can show how information and data is shared and used online</p> <p>I can show an understanding that for most people the internet is an integral part of life and has many benefits</p> <p>I can demonstrate the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>I can show an understanding of why social media, some computer games and online gaming, for example, are age restricted</p> <p>I can report concerns and get support with issues online</p> <p>I can show an understanding of what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>I can understand the terms 'discrimination' and 'stereotype'</p> <p>I can challenge stereotypes relating to gender and work</p> | <p>I can show an understanding that same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>I can critically consider my online friendships and sources of information including awareness of the risks associated with people I have never met</p> <p>I can show an understanding that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> | <p>I can be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> |
|---------------|--|--|--|--|---|---|---|---|

| Internet safety and harms | | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|--|
| | | | <p>I can show an understanding that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>I can show an understanding that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>I can learn about the importance of using the internet safely</p> <p>I can show the importance of self-respect and how this links to their own happiness</p> | | | | | |