



PSHCE Progression Document 2026



Nursery to Year 6

Personal Social Health Citizenship and Economic Education

Based on Think Equal, Pol Ed the PSHE Association Curriculum Model and quality assured expert resources

The curriculum helps pupils make informed and ethical decisions about wellbeing, health, relationships and future lives. It develops safe and respectful relationships; emotional literacy and resilience; physical health; personal and online safety; equality and citizenship; financial capability; careers awareness; and the confidence to seek help.

Be Ready Be Respectful Be Responsible

Main curriculum resources

Shawclough uses these resources as a carefully sequenced curriculum rather than as isolated activities. Teachers follow the published Shawclough learning intentions and mappings, review materials before use and adapt access to meet pupils' needs without reducing essential knowledge or protective messages.

Resource	Main phase	Contribution to learning	How it is used at Shawclough
Think Equal	Nursery and Reception	Stories and activities that support self-regulation, empathy, kindness, identity, inclusion, relationships and social-emotional language.	Nursery Sky and Nursery Ocean follow the 30-book Think Equal sequence. Reception follows its age-appropriate Think Equal sequence. Book focuses are revisited through planned learning, play, routines and continuous provision, with increasing expectations for language, regulation, cooperation, empathy and independence.
Pol-Ed	Reception to Year 6, with age-appropriate selection	Structured learning about relationships, wellbeing, safety, citizenship, law, rights, responsibility, equality and respectful participation.	Provides mapped lesson content across the progression and supports discussion of real-life choices, responsibilities and protective behaviours. Teachers use the specified year-group lessons in the detailed curriculum. Pol-Ed is also used to address arising matters across school.
PSHE Association	Years 1 to 6	A progressive curriculum model and quality-assured teaching resources covering relationships, health and wellbeing, safety, economic wellbeing, careers, media literacy and living in the wider world.	Provides the main curriculum framework and many mapped lesson sequences. Shawclough combines these with Pol-Ed and named specialist resources to meet statutory guidance and local pupil need.

Statutory position

Relationships Education and Health Education are compulsory. Parents cannot withdraw pupils from these areas or from statutory science. Shawclough includes one additional Year 6 lesson on how a baby is made through sexual reproduction; this is identified as non-statutory sex education and the parental right to request withdrawal applies only to this lesson.

Supporting whole-school posters

The agreed ground rules should be visible and revisited at the start of the year and before sensitive learning. They establish respectful participation, the right to pass, safe use of examples and the safeguarding limits of confidentiality.



Our PSHCE Ground Rules



1. We listen to and respect one another.



2. We have the right to pass if we do not want to speak.



3. We do not use personal names or share other people's private stories.



4. We use respectful language and never laugh at someone's question or opinion.



5. We keep classroom discussions private — unless someone may be unsafe or needs help.

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Calming grounding and breathing progression

Teachers select an age-appropriate strategy from the progression below for reflection and regulation within the lesson. Children's Mental Health Week provides a planned whole-school opportunity to introduce, revisit and celebrate these strategies and to connect them with emotional vocabulary, help-seeking and everyday wellbeing. Strategies should also be taught explicitly and practised throughout the year, especially when pupils are calm, so they can use them independently when helpful.



Calming, Grounding & Breathing Strategies

A PROGRESSION FROM YEARS 1-6

I can use these anytime, anywhere to help me feel in control.

Which zone am I in?

BLUE ZONE 😞

I might feel: sad, tired, sick, bored, lonely.

GREEN ZONE 😊

I might feel: happy, calm, focused, proud, ready.

YELLOW ZONE 😟

I might feel: worried, silly, excited, frustrated, nervous.

RED ZONE 😡

I might feel: angry, terrified, out of control, panicked.

These strategies can help me get back to the **GREEN ZONE** and feel calm, safe and ready to learn. ❤️

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1 Balloon Breathing Pretend your tummy is a balloon. Breathe in slowly and blow out slowly. 	1 Belly Breathing Breathe in and feel your tummy go up. Breathe out and feel your tummy go down. 	1 Square Breathing Breathe in for 4, hold for 4, breathe out for 4, hold for 4. Repeat. 	1 Box Breathing Breathe in for 4, hold for 4, breathe out for 4, hold for 4. Repeat for 1-2 minutes. 	1 Diaphragmatic Breathing Breathe deeply into your belly. Let the air fill your lungs and slowly breathe out. 	1 Coherent Breathing Breathe in for 5, breathe out for 5. Keep your breathing slow, steady and even. 
2 Teddy Bear Squeeze Give your teddy or a cushion a big squeeze. It helps your body feel calm and safe. 	2 Rainbow Breathing Breathe in slowly as you trace up the rainbow. Breathe out as you trace down. 	2 Calm Down Candle Pretend you have a candle in front of you. Breathe in and blow it out slowly. 	2 Progressive Muscle Relaxation Tense a muscle group (like your hands), then relax it slowly. 	2 Grounding through Senses Use 5 senses grounding (see, touch, hear, smell, taste) to bring your focus back. 	2 54321 Grounding 5 things you see, 4 things you touch, 3 things you hear, 2 things you smell, 1 thing you taste. 
3 Count to 5 Count slowly to 5 in your head. Take your time and breathe. 	3 5 Finger Breathing Use your finger to trace around your hand. Breathe in up, breathe out down. 	3 Think, Feel, Do Check-In Notice what you are thinking, how you feel and what you can do to help. 	3 4-7-8 Breathing Breathe in for 4, hold for 7, breathe out for 8. Repeat 3 times. 	3 Alternate Nostril Breathing Close one nostril, breathe in. Switch nostrils, breathe out. Repeat. 	3 Double Inhale Breathing Take a deep breath in, a second quick breath in, then a long slow breath out. 
4 Stretch Up High Stretch your arms up high to the sky, then let them down slowly. 	4 Shake It Out Gently shake your hands, arms and legs to release tight feelings. 	4 Ground with 5 Name 5 things you can see, 4 you can touch, 3 you can hear, 2 you can smell, 1 you can taste. 	4 Mindful Observation Look closely at something. Notice 5 details without judging. 	4 Leaves on a Stream Visualisation Imagine placing your worries on leaves and watching them float away. 	4 Visualisation for Calm Imagine a peaceful scene. Use all your senses to make it real in your mind. 
5 Hand on Heart Place your hand on your heart and feel your heartbeat. It reminds us we are okay right now. 	5 Count Backwards from 10 Count backwards from 10 to 1 slowly to help your mind calm. 	5 Butterfly Hug Cross your arms over your chest and tap your shoulders gently like butterfly wings. 	5 Body Scan Close your eyes and slowly notice how each part of your body feels. 	5 Thought Challenging Notice a negative thought. Ask: Is it true? What can I think instead? 	5 Journaling or Thought Dump Write down your thoughts and feelings to get them out of your head. 
6 Safe Place Close your eyes and think of a place where you feel safe and happy. 	6 Breathing with a Soft Voice Breathe in, then breathe out with a soft "ahhh" sound. 	6 Visualise Your Happy Place Close your eyes and imagine your happy place in as much detail as you can. 	6 Positive Self-Talk Say kind and helpful things to yourself. "I can handle this." 	6 Gratitude Breathing Breathe in and think of something you are grateful for. Breathe out and feel that gratitude. 	6 Values Reset Think about what matters to you. What is one small step you can take today? 

💜 It's okay to feel all of these feelings.

💚 I have strategies to help me.

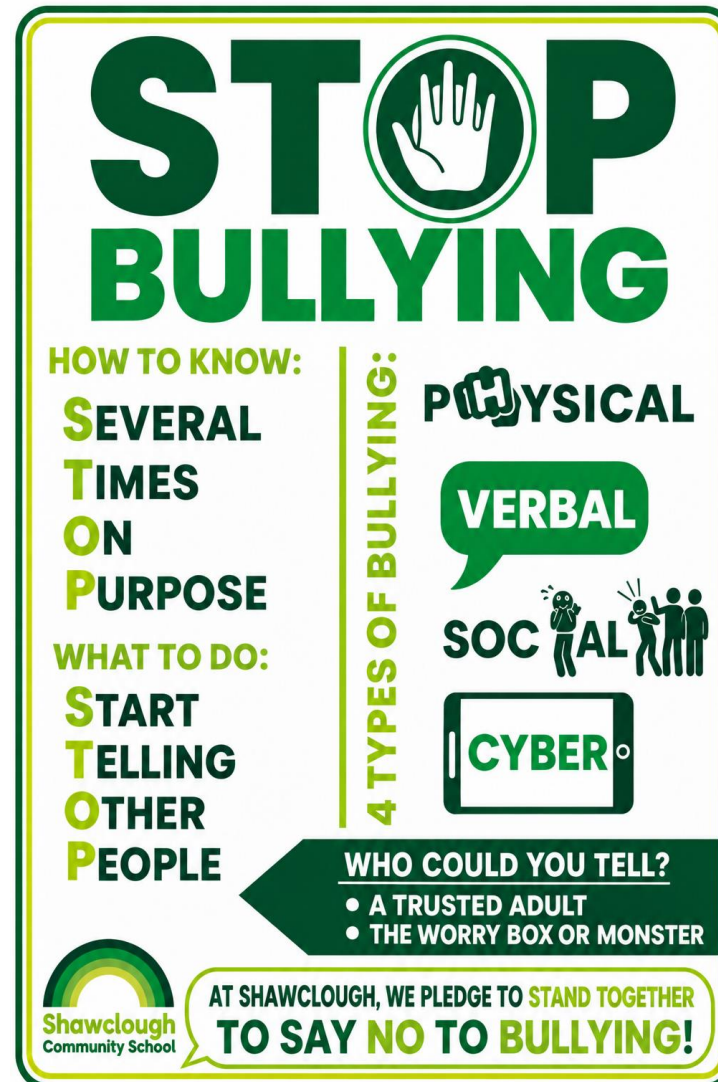
💛 I can get back to GREEN.

💖 I am safe. I am capable. I am me. ★

Be Ready Be Respectful Be Responsible

Friendship Week and STOP bullying

Friendship Week is taught in every year group as part of the planned PSHCE sequence. The STOP poster reinforces the shared definition of bullying as Several Times On Purpose, helps pupils recognise physical, verbal, social and cyber bullying, and reminds them to Start Telling Other People. Teachers should explicitly connect the poster to lesson scenarios, safe bystander and upstander choices, trusted adults and the school's reporting systems.



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Whole-school long-term overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Sky	Me, My Feelings and My Nursery	Calm Bodies, Kind Friends and Belonging	Kindness, Confidence and Including Everyone	Helping Others, Growing Brains and Gratitude	Homes, Feelings and Caring for Our Planet	Smiles, Special Families and Caring for Our World
Nursery Ocean	Identity, Feelings and Belonging	Managing Feelings and Valuing Difference	Kindness, Inclusion and My Voice	Empathy, Helpful Actions and Growing Brains	Homes, Emotional Regulation and Our Planet	Positive Actions, Identity, Families and Reflection
Reception	Knowing Me, Naming Feelings and Finding Calm	Kindness, Empathy and Staying Safe	Caring for Others, Nature and My Wellbeing	Families, Fairness and Speaking Up	Brains, Community and Caring for Our World	Belonging, Dreams, Diversity and Transition
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home and in new places	Being healthy, responsible and safe	Showing kindness, resilience and moving on
Year 2	Mental health and wellbeing	Keeping safe outside the home	Keeping safe online	Me, my body and staying safe	Building healthy habits, identity and relationships	Money, work and moving on
Year 3	Me, my friends and belonging	Building healthy habits and Friendship Week	Mental health and wellbeing	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental Health and Wellbeing	Exploring Ways to Manage Risk	Forming Respectful Relationships	Money Matters and News Literacy	Me, My Body and Growing Up	Families and Growing Together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries and changes during puberty	Safe connections online	Embedding healthy habits, learning first aid and transition
Year 6	Looking to the Future (Careers)	Mental Health and Wellbeing	Managing Money and Online Spending	Growing, Changing and Puberty	Drugs Education	AI, Digital Futures and Transition

Transition between year groups and key stages

Transition is an important part of PSHCE because change can affect pupils' sense of safety, belonging, relationships and emotional wellbeing. Carefully planned teaching gives pupils time to recognise and name their feelings, ask questions safely, identify support, practise practical strategies and approach the next stage with confidence. For this reason, every year group teaches a minimum of one specific transition lesson in addition to the school's Transition Day. This creates a supported process rather than a single event and is especially important when pupils move into a new key stage or on to secondary school. Transition learning should celebrate achievements, make expectations clear, revisit trusted adults and help pupils communicate useful information through their transition passport where appropriate.

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Relationships and belonging progression

Year group	Progression endpoint
Nursery Sky	Form trusting relationships; play alongside others and practise kindness, sharing and turn-taking.
Nursery Ocean	Cooperate, include others, notice different perspectives and begin to repair friendship difficulties.
Reception	Show empathy, value diverse families and identities, and resolve simple conflict through conversation.
Year 1	Build friendships through listening, sharing, inclusion and kind repair after falling out.
Year 2	Recognise positive relationships, varied families and how people care for one another.
Year 3	Explain identity, belonging, changing friendships, disagreement and consent within friendship.
Year 4	Value friendships, manage challenges and respect diverse families and partnerships.
Year 5	Recognise bullying, challenge stereotypes and maintain respectful relationships and boundaries.
Year 6	Apply respect and inclusion to future relationships, careers and secondary-school belonging.

Mental health and emotional wellbeing progression

Year group	Progression endpoint
Nursery Sky	Notice and name familiar feelings and accept co-regulation from a trusted adult.
Nursery Ocean	Use wider emotional vocabulary, notice body signals and choose a familiar calming strategy with support.
Reception	Describe feelings and sensations precisely and use a range of regulation strategies with growing independence.
Year 1	Name feelings, identify trusted adults and use simple calming and self-care strategies.
Year 2	Describe intensity, distraction, unhelpful thoughts, strong feelings, change and loss.
Year 3	Use richer emotional language and strategies for attention, thoughts, worries and responses.
Year 4	Distinguish internal and external distractions and manage thinking habits, worry, calm and loss.

Year group	Progression endpoint
Year 5	Manage emotions, distractions, thinking habits, rumination, worry and reactivity.
Year 6	Regulate emotions, manage stress and rumination, and seek support for change, loss and bereavement.

Physical health and growing up progression

Year group	Progression endpoint
Nursery Sky	Develop self-care routines and begin to recognise that food, movement and rest help the body.
Nursery Ocean	Manage self-care with increasing independence and explain simple choices that support health.
Reception	Explain how food, exercise, sleep, hygiene and emotional regulation support physical and mental wellbeing.
Year 1	Explain handwashing, dental health, exercise, sleep, rest and sun safety.
Year 2	Make healthy choices for body and mind and use medicines only with a trusted adult.
Year 3	Explain nutrition, food influences, dental health, physical activity and vaccination.
Year 4	Develop confidence, hygiene and age-appropriate understanding of growing and body signals.
Year 5	Understand menstruation, puberty hygiene, emotional changes and how to seek support.
Year 6	Apply knowledge of puberty, independence, hygiene, sleep and scientific reproduction.

Keeping safe and seeking help progression

Year group	Progression endpoint
Nursery Sky	Follow simple safety routines, recognise trusted adults and use words or gestures to ask for help.
Nursery Ocean	Explain simple safe choices, recognise when adult help is needed and begin to consider consequences.
Reception	Apply home and unfamiliar-place safety rules, identify trusted adults, speak up and distinguish a safe risk.
Year 1	Recognise hazards, safe and unsafe situations, private information and when to speak up.
Year 2	Apply road, rail, fire, water and emergency safety; use PANTS rules and trusted adults.
Year 3	Assess sun, rail, water and flood risk; call emergency services and give simple first aid.
Year 4	Assess everyday, home, road and substance risks and identify safe responses.
Year 5	Use consent, boundaries and touch rules; respond to asthma, head injuries and sun risk.
Year 6	Evaluate drug-related risks, pressure and addiction; know how and where to seek help.

Digital and media literacy progression

Year group	Progression endpoint
Nursery Sky	Use technology with an adult and respond when an adult sets a safety boundary.
Nursery Ocean	Follow simple rules for using devices and tell a trusted adult if something feels worrying.
Reception	Use technology with agreed adult support, protect personal information and seek help about unfamiliar or worrying content.
Year 1	Make safe technology choices and tell a trusted adult about online worries.
Year 2	Protect personal information and make safe choices about images, games and viewing.
Year 3	Create strong passwords, protect devices and recognise age ratings and paid features.
Year 4	Question news, images and peer influence; make safe choices with online contacts.
Year 5	Check targeted and false news; navigate online friendships, manipulation and fraud.
Year 6	Understand data, online spending, AI, chatbots and deepfakes; apply rights, privacy and fairness.

Citizenship, equality and community progression

Year group	Progression endpoint
Nursery Sky	Experience simple rules, kindness, fairness and care for familiar people and places.
Nursery Ocean	Value difference, contribute to group decisions and take responsibility for living things and shared spaces.
Reception	Question unfairness, recognise community helpers and explain shared responsibility for people and the environment.
Year 1	Understand rules, responsibility, inclusion, kindness and the role of the police.
Year 2	Respect similarities and differences and contribute responsibly to school and community.
Year 3	Explain community contribution, responsible citizenship, laws and fairness.
Year 4	Understand protected characteristics, discrimination, community and respectful difference.
Year 5	Challenge stereotypes and prejudice and take collective action for community and environment.
Year 6	Challenge workplace stereotypes and apply rights, responsibility and fairness to digital futures.

Money, careers and future readiness progression

Year group	Progression endpoint
Nursery Sky	Explore familiar jobs through play, recognise helpful adults and cope with small changes.
Nursery Ocean	Recognise that people make different contributions and that jobs are open to everyone.
Reception	Set a goal, understand that gender does not limit dreams and prepare positively for transition to Year 1.
Year 1	Begin to recognise responsibility and prepare positively for a new year group.
Year 2	Recognise strengths, jobs, money, needs, wants and how work supports communities.
Year 3	Recognise paid online features and prepare positively for transition.
Year 4	Explain uses of money, budgets, needs, value and informed choices.
Year 5	Recognise online fraud and set goals for transition to Year 6.
Year 6	Explore job skills and pathways; evaluate saving, borrowing, gambling and consumer influence.

Teaching assessment and safeguarding expectations

Expectation	What this means in practice
Before teaching	Check the detailed curriculum mapping and resources; identify prior learning and likely misconceptions; adapt vocabulary and access without reducing essential protective knowledge.
Safe classroom	Agree ground rules, including respectful listening, the right to pass, no personal questions or pressure to disclose, correct vocabulary and the limits of confidentiality.
Sensitive content	Use distancing and fictional scenarios. Provide anonymous questions where appropriate. Answer accurately and in age-appropriate language; seek advice when needed.
Assessment	Assess knowledge, understanding, vocabulary, decision-making and help-seeking - never a pupil's personal experience. Use retrieval, questioning, explanations and scenario responses.
Safeguarding response	Listen calmly, do not investigate or promise confidentiality, record accurately and report immediately in line with the Child Protection and Safeguarding Policy.
Monitoring impact	Review coverage, planning, pupil work where appropriate, pupil voice, staff confidence, inclusion and whether pupils can explain and apply what they have learned.

Core source framework

- Department for Education statutory guidance for Relationships Education Relationships and Sex Education and Health Education, July 2025, effective 1 September 2026
- Pol-Ed primary roadmap and lesson resources
- PSHE Association Curriculum Model and quality-assured resources
- Think Equal 30-book Nursery sequence and Reception programme, with selected age-appropriate Pol-Ed enquiry questions in Reception
- NSPCC Talk PANTS, CEOP, St John Ambulance, Guardian Foundation NewsWise, Careers and Enterprise Company, UCL climate resources, Environment Agency and BBFC resources as mapped in the detailed curriculum