



St Paul's PSHE Progression Map

		EYFS	Year 1	Year 2	Year 3	Year 4
Me & my relationships	Good to be me	I can talk about the good things in my life.	I can give thanks for the good things in my life.			
		I can talk about what I am good at. <u>N – Developing positive self-awareness</u>	I can identify what I am good at and explain what I am getting better at.	I understand that I have individual gifts, talents and abilities, given by God.		
			I can recognise what I like and dislike.	I understand that we all have different likes and dislikes.		
		I can identify special people in my life.	I can name similarities and differences between myself and others. I can recognise what makes people special.	I can explain what makes people special.		
		<u>N – Coping with change – establishing nursery routines.</u> <u>Confidence in trying new activities, building confidence in speaking in small groups.</u>	I can understand how it feels to celebrate an achievement/becoming more independent.	I can recognise that it is ok to make mistakes and that they are part of learning.		
	Relationships	I can show care towards others. <u>N - Developing care/respect for others, living things and the wider environment</u>	I can be caring, aware of the needs of others. I can be friendly and make friends.	I can be caring, aware of the needs of others, knowing how friendships make us feel happy and secure. I can recognise when somebody is lonely and know what to do.		I can be caring, being aware of responding to the needs of others. I can show care and concern for special people in my life.

		I can recognise who loves and cares for me. I can identify the roles of different people in our lives and families.			I understand that there are different types of relationships including those between acquaintances, friends, relatives and family. I understand the characteristics of family life including commitment and care. I understand the importance of spending time together as a family. I understand that other families sometimes look different to our own.
	<p><u>N - -- Life to the Full: Created to Love Others – Keeping Safe Unit 3</u></p> <p>I know about safe and unsafe situations indoors and outdoors. I know that I can ask for help from my special people. I know that I am entitled to bodily privacy. I understand that we should look after our bodies before God created them, I know that medicines are not sweets. I know who helps us in a medical emergency.</p> <p><u>Life to the full: Created to Love others - Unit 1 & 2</u></p> <p>I know that we are part of God's family. I know we should love other people in the same way God loves us I know that we should forgive, like Jesus forgives.</p>	<p><u>Life to the full: Created to Love others - Unit 1 & 2</u></p> <p>I understand that we are part of God's family. I understand that saying sorry is important and can mend friendships. I know that we should love other people in the same way God loves us. I know the importance of being close to and trusting special people and telling them if something is troubling them. I can recognise when I have been unkind and say sorry. I know that we should forgive, like Jesus forgives.</p>	<p>I can recognise the characteristics of positive and negative relationships. I know how to ask for help if a relationship or friendship makes me feel unhappy.</p> <p>I can be forgiving, able to say sorry to mend relationships.</p>	<p><u>Life to the full: Created to Love others - Unit 1 & 2</u></p> <p>I know that God loves, embraces, guides, forgives, and reconciles us with him and one another. I know the importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness. I know ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong. I know the difference between a group of friends and a 'clique'. I can develop a greater awareness of bullying, know that all bullying is wrong and how to respond to bullying.</p>	<p>I can recognise if family relationships are making individuals feel unhappy or unsafe and how to seek help and advice.</p> <p>I can be honest, able to be truthful in my relationships with others.</p>
Bullying including online safety	I can show friendly behaviour towards others. <u>N - Develop an awareness of friendly behaviour and the effect of their actions on others</u>	I can understand how my words and actions affect other people. I can understand how my behaviour affects other people.	I can understand how my behaviour affects other people and that there are appropriate and inappropriate behaviours.	I can understand what makes a positive, healthy friendship.	
	I can understand when people are being unkind to me or others and know how to respond.		I can understand that there are different types of teasing and bullying which are wrong and unacceptable and how to respond.	I can understand how words and actions can affect ourselves and others and that some behaviour is unacceptable, including online.	I can understand what bullying is (including cyber-bullying) and how to seek help and advice. I can know how to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online.
	I can learn how to say sorry.			I can be forgiving, able to say sorry and not hold grudges against those who have hurt me.	

				I know how the internet can be used safely when communicating with others. I can consider the impact of words and actions online	I can explain how to behave respectfully online.	I understand that respect is needed towards those we contact online, including when we are anonymous. I understand how to keep personal information private online.
		I know who can help me in school.	I can know who to go to if I am worried or need help.		I know that I can go to a number of different people for help in different situations.	I can understand how to take steps to solve problems that have impacted others.

Healthy lifestyles & well-being	Life to the full: Created and Loved by God Unit 3 & 4	<u>N – Awareness of feelings</u>	<u>Life to the full: Created & Loved by God - Unit 3 & 4</u>		<u>Life to the full: Created & Loved by God - Unit 3</u>
		<p>Life to the full: Created & Loved by God - Unit 3 & 4</p> <p>I know that we all have different likes and dislikes but also similar needs.</p> <p>I can understand that everyone experiences feelings, both good and bad.</p> <p>I know simple strategies for managing feelings.</p> <p>I know that we have choices and these choices can impact how we feel and respond.</p> <p>I can say sorry and forgive, like Jesus.</p>	<p>I am able to describe my feelings.</p> <p>I understand that feelings and actions are two different things, and that our good actions can 'form' our feelings.</p> <p>I know strategies for managing feelings and for good behaviour</p> <p>I know that choices have consequences and that when we make mistakes we are called to receive forgiveness and forgive others when they do.</p> <p>I know that there are natural life stages from birth to death and what these are.</p>		<p>I can develop a deeper understanding of a range and intensity of feelings.</p> <p>I know what 'emotional well-being' means.</p> <p>I am aware of positive actions to help emotional well-being.</p> <p>I can recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>I can understand that thankfulness builds resilience against feelings of envy, inadequacy and insecurity.</p>

Life to the full: Created and Loved by God Unit 1 & 2	Life to the full: Created & Loved by God - Unit 1 & 2	<p><u>N - Life to the full: Created & Loved by God - Unit 1 & 2</u></p> <p>I know that we are all God's children and are special.</p> <p>I know that our bodies were created by God and are good.</p> <p>I know that we are all unique, with individual gifts, talents, and skills.</p> <p>I can name parts of the body.</p> <p>I know that our bodies are good and we need to look after them.</p>		<p><u>Life to the full: Created & Loved by God - Unit 1 & 2</u></p> <p>I know that God has created us, His children, to know, love and serve Him in this life and forever.</p> <p>I can explain how we are all unique.</p> <p>I know that girls and boys have been created by God to be both similar and different and together make up the richness of the human family.</p> <p>I know that our bodies are good and we need to look after them.</p> <p>I know what constitutes a healthy lifestyle including physical activity, dental health and healthy eating.</p> <p>I can explain how to maintain personal hygiene.</p> <p>I know the importance of sleep, rest and recreation for our health.</p>		<p><u>Life to the full: Created & Loved by God - Unit 1 & 2</u></p> <p>I know that we are created individually by God who is Love and designed in His own image and likeness.</p> <p>I know that similarities and differences between people arise as they grow and make choices, and that by living and working together we create a community.</p> <p>I know about the need to respect and look after our bodies as a gift from God through what we eat and physically do.</p>
	Healthy lifestyles – Phunky Foods	<p><u>Keeping healthy – food and exercise</u></p> <p>I know that I am living and growing.</p> <p>I can identify healthy foods.</p>	<p>I can understand what the term 'healthy' means.</p> <p>I can discuss what is inside the body and the role of food and drink.</p> <p>I can understand that we need a variety of foods to stay healthy.</p> <p>I can improve my understanding of all food groups.</p>	<p>I can be aware that a balance and variety of food and drinks are needed to be healthy.</p> <p>I can understand that more of some food is needed than others.</p>	<p>I can understand that different food and drinks provide different substances that are important for health.</p> <p>I can discuss factors influencing what we eat and drink.</p> <p>I can explore ways to incorporate fruit and vegetables into our diets.</p> <p>I can explore all food groups in detail.</p>	<p>I can understand that food and drinks can affect health and the advantages of healthy eating and drinking.</p> <p>I can explore factors involved in food and drink choice.</p> <p>I can discuss the development of teeth in our body.</p>
	<p>I know that it is important to keep active</p> <p>I can keep clean by washing and drying my hands.</p>	<p>I can say what I should do to keep my body healthy (breakfast, drinking).</p> <p>I can explore the benefits of exercise.</p>	<p>I can say what I should do to keep my body healthy.</p>	<p>I can explore where muscles are found in the body and their functions.</p> <p>I can develop an awareness of the health benefits of exercise.</p> <p>I can understand where energy comes from, how it is used and when we might need extra energy.</p>	<p>I know that food and drinks provide energy.</p>	

	Mental Health & Well-being	<p><u>N - Develop a confidence to speak to others about own, wants, needs, interests and opinions.</u></p>		<p><u>Changes in our lives</u> I can understand that babies change and grow. I understand how there are ways to become more independent when you are older. I can describe change and loss (losing a relative/toy) I can recognise ways to be sensitive towards the needs of others who have experienced loss.</p> <p><u>Mental health and well-being</u> I can understand that mental well-being is a normal part of daily life. I know about the benefits of physical exercise and time outdoors on our mental well-being and happiness.</p>	<p><u>Changes that happen in life</u> I can describe changes that happen in life e.g loss, separation, divorce and bereavement. I can recognise that change might bring a variety of feelings. I can identify what people can do to help manage changes they might experience. I can show empathy towards others.</p> <p><u>Developing resilience</u> I can cope with natural negative emotions and show resilience following setbacks. I can describe some ways to maintain good mental health including self-care techniques.</p>	<p><u>Mental health and well-being</u> I understand what mental health is and how it is as equally important as physical health. I understand how isolation and loneliness can affect people and who can help. I know that it is common for people to experience mental health and that there is support available. I know where and how to seek support if I am worried about my own or someone else's mental well-being. I know the benefits of exercising, rest, time with friends and hobbies on our mental well-being and happiness. I understand the importance of rationing time spent online and how it can impact our mental and physical well-being.</p>
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	Going for goals				<p>I can reflect on my achievements and describe what I am proud of.</p> <p>I can learn about working collaboratively towards shared goals.</p> <p>I can describe ways that achievements can be celebrated</p> <p>I can describe my aspirations and steps to take to improve.</p> <p>I can understand how making mistakes along the way can help us to learn.</p>	
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Keeping Safe	Harmful substances		<p><u>Introduction to drugs - safe and unsafe medicines</u></p> <p>I can describe simple steps that can be taken to stop germs being passed on.</p> <p>I can understand that household products and medicines can be harmful if not used correctly.</p> <p>I can identify people who we can trust to tell us to put things onto and into our bodies.</p> <p>I understand how vaccinations and immunisations can help people stay healthy.</p>		<p><u>Smoking – understanding the dangers</u></p> <p>I can understand that drugs common in everyday life are harmful.</p> <p>I can identify habits that help us and habits that do not.</p> <p>I can understand we have choices – peer group pressure.</p> <p>I can identify ways that negative pressure can be resisted.</p>	<p><u>Alcohol – understanding the dangers</u></p> <p>I can recognise negative pressure to make unhealthy choices.</p> <p>I can explain what a habit is and how habits can be hard to change.</p> <p>I can describe how common drugs in everyday life can change the way people feel.</p>
	Safety around us	<p><u>Safety – Dangers around us</u></p> <p>I can improve my awareness of dangers around me and how to recognise risk.</p> <p>I can know who to approach to get help in different situations.</p> <p><u>Life to the Full: Created to Love</u></p> <p><u>Others – Keeping Safe Unit 3</u></p> <p>I know about safe and unsafe situations indoors and outdoors.</p> <p>I know that I can ask for help from my special people.</p> <p>I know that I am entitled to bodily privacy.</p> <p>I understand that we should look after our bodies before God created them, I know that medicines are not sweets.</p> <p>I know who helps us in a medical emergency.</p>	<p><u>Beach and water safety –</u></p> <p>I can keep myself safe in unfamiliar situations.</p> <p>I can describe how to keep safe in the sun.</p>	<p><u>Fire and rail safety -</u></p> <p>I understand how to get help in a range of situations.</p> <p>I can keep myself safe in unfamiliar situations.</p> <p><u>Recognising uncomfortable feelings –</u></p> <p>I recognise that I have a right to ‘be safe on the outside’ and ‘feel safe on the inside’.</p> <p>I recognise that some things are private and the importance of respecting privacy.</p> <p>I know how to respond safely to adults I do not know.</p> <p>I know about the importance of not keeping adults’ secrets.</p> <p>I know who to go to if I am worried or need help.</p> <p>I know how to use simple rules for resisting pressure when I feel unsafe or uncomfortable</p>	<p><u>Water safety -</u></p> <p>I can identify risks and describe ways to stay safe.</p> <p>I can understand people who are there to help you keep safe.</p> <p>I can identify ways to reduce the risk of sun damage.</p> <p><u>Road safety -</u></p> <p>I can identify risks and describe ways to stay safe.</p> <p>I can understand people who are there to help you keep safe.</p>	<p><u>Stranger danger –</u></p> <p>I can understand that not all images, language and behaviours are appropriate.</p> <p>I can identify risk in a range of situations.</p> <p>I can understand the difference between good and bad secrets.</p> <p>I can understand how to keep safe in the local environment.</p> <p>I can identify when, how and who to alert if there is danger.</p> <p>I know about the importance of keeping personal boundaries and how to respond safely to people we may encounter.</p>

N - Developing care/respect for others, living things and the wider environment

N - Life to the Full: Created to Live in Community – Unit 1

I understand that God is love: Father, Son and Holy Spirit.
I know that being made in His image means being called to be loved and to love others.
I know what a community is and that God calls us to live in community with one another.

Life to the Full: Created to Live in Community – Unit 2

I understand that we belong to various communities.
I understand that we have a duty of care for others and for the world we live in.
I know about what harms and what improves the world in which we live in.

Citizenship - Know right from wrong, understand and follow rules, aware of boundaries.

Citizenship – How behaviour affects others; being polite and respectful

I can look after myself and show respect to others.
I know how to listen to others and play cooperatively.
I can understand that how I act can have consequences.
I can be honest, able to tell the truth about my actions.
I can recognise what is fair and unfair, kind and unkind, what is right and wrong.

Looking after the environment

I can describe what makes the local environment pleasant/not so pleasant.
I can recognise what can harm different environments.
I know what I can do/not do to help care for the environment.

Life to the full: Created to Live in Community

I know that being made in His image means being called to be loved and to love others,
I know what a community is, and that God calls us to live in community with one another.
I understand Jesus’ teaching on who is my neighbour.
I know that we have a duty to care for others and the world that we live in.
I know about what harms and what improves the world in which we live.

Citizenship - Caring for others (PDSA)

I can identify the needs of people and other living things.
I can recognise how some people have a responsibility to look after others.

Life to the full: Created to Live in Community

I know that God is Love as shown by the Trinity – a ‘community’ of persons supporting each other in their self-giving relationship.
I know that the human family can reflect the Holy Trinity through charity and generosity.
I know that God wants His Church to love and care for others.
I can devise practical ways of loving and caring for others.

Charities and voluntary organisations

I can understand the roles of people in the wider community and how we have to help others stay healthy and safe.
I can give examples of different ways of asking for help and support.
I can be caring, aware of the needs of others and respond to those needs.
I can identify injustices in the wider world.
I can show concern for the communities to which I belong and be aware that my behaviour has an impact upon them.
I can understand how to be part of a community and why people may volunteer to do things.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Where does food come from?</p>					<p>I can explore where our food comes from across the world.</p> <p>I understand that food can travel long distances for us to eat it.</p> <p>I can locate the origins of our food on a world map.</p> <p>I can consider why we import some of the food we eat.</p> <p>I can consider problems experienced by farmers globally because of climate.</p>
	<p><u>We are all different and special</u></p> <p>I know that I belong to a family and can name my family members.</p> <p>I can name similarities and differences between myself and others.</p> <p>I can ask questions about the wider world.</p>	<p>I can describe and respect similarities and differences between people.</p> <p>I can recognise that everyone is equal yet unique.</p> <p>I can show awareness of differences between my life and others in the wider world.</p> <p>I can recognise that I belong to a variety of communities locally, nationally and globally.</p>		<p>I can be respectful of myself and others, recognising differences.</p> <p>I can show concern for the communities to which I belong.</p> <p>I can identify injustices in the wider world.</p>	
	<p><u>What is money?</u></p> <p>I can understand what money is and how it can be used.</p>	<p><u>Understanding money</u></p> <p>I can learn about the role money plays in lives, including how to keep it safe, choices about spending or saving money and what influences these choices.</p>	<p><u>Understanding money</u></p> <p>I can understand where money comes from and what it is used for.</p> <p>I can show awareness of differences between my life and others in the wider world.</p>	<p><u>Understanding money – how money works</u></p> <p>I can understand the role of money.</p> <p>I can describe ways of managing money.</p>	<p><u>Understanding money – economic awareness</u></p> <p>I can describe ways of managing money.</p> <p>I can describe some of the skills needed to help raise money.</p>

