



## PSHE Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	<p>Pupils identify and name some feelings.</p> <p>With support, they can express and manage their feelings and are able to express some of their positive qualities</p> <p>Pupils share their likes and dislikes.</p> <p>With support they can set themselves simple, short term goals.</p> <p>Pupils list and describe some things that keep them healthy, and with support make simple choices about aspects of their health.</p> <p>Pupils know the basic ways of keeping clean, name the main parts of the body and show a basic understand of how people grow from young to old.</p> <p>Pupils are able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations</p>	<p>Pupils express some of their positive qualities and identify, name and demonstrate that they can manage some of their feelings</p> <p>Pupils share their views and opinions and set themselves simple goals. Some children will be able to set short term and longterm goals.</p> <p>Pupils make choices about wider aspects of their health and wellbeing, and know what keeps them healthy.</p> <p>Pupils explain ways of keeping clean, name the parts of the body and describe some of the changes as people grow from young to old. Some children will be able to explain the implications of changing bodies as people get older.</p> <p>Pupils describe confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations.</p>	<p>Pupils recognise their own worth, but with support need help in identifying, name and demonstrating and expressing it. They are also beginning to identify ways to face new challenges</p> <p>Pupils are beginning to understand some of the bodily and emotional changes in their life, and with support, how to begin to deal with these.</p> <p>Pupils begin to express simple ideas, with support, about how to develop healthy lifestyles.</p> <p>Pupils begin to make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>With support, Pupils can list some commonly available substances and drugs that are legal and illegal. They are beginning to be able to describe some of their effects and risks.</p>	<p>Pupils recognise their own worth and begin to be able to identify and express the worth of others. They also can identify ways to face new challenges.</p> <p>Pupils understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way.</p> <p>Pupils express simple ideas about how to develop healthy lifestyles.</p> <p>Pupils make judgements and decision and list, some ways of resisting negative peer pressures around issues affecting their health and wellbeing.</p> <p>With support, Pupils can list commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations.</p>	<p>Pupils demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges.</p> <p>Pupils discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way.</p> <p>Pupils make choices about healthy lifestyles.</p> <p>Pupils make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>Pupils list commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations.</p>	<p>Pupils demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify and demonstrate ways to face new challenges.</p> <p>Pupils discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way.</p> <p>Pupils make and explain choices, with more confidence and independence, about how to develop healthy lifestyles.</p> <p>Pupils make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p>Pupils list a range of substances and drugs that are legal and illegal , including those which</p>

						<p>are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations.</p>
<p><b>Living in the Wider World</b></p>	<p>With support, Pupils recognise simple choices they can make, and usually recognise the difference between right and wrong.</p> <p>Pupils understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.</p> <p>With support, Pupils understand some aspects of what improves and why harms their local environments, and be supported in contributing to looking after them through simple tasks.</p> <p>Pupils can explain simple ideas of different communities, such as family and school.</p> <p>With adult direction and support, begin to contribute to the life of the class and school.</p> <p>Pupils can explain in simple terms where money comes from and some different ways in which it can be used.</p>	<p>Pupils recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p> <p>Pupils contribute more ideas for rules for the group and classroom. Know why rules help them and refer to the rules in the context of their and others' behaviour.</p> <p>Pupils describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them.</p> <p>Pupils understand and describe more confidently difference groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p> <p>Pupils realise and be able to describe that money comes from different sources and that it can be used for different purposes.</p>	<p>Pupils can name jobs, begin to understand that they will need to develop skills to work in the future, and, with support demonstrate how to look after and save money.</p> <p>With support Pupils begin to, research, discuss and debate topical issues, problems and events.</p> <p>Pupils can begin to understand why and how rules are made and enforces, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Pupils can begin to understand some of the range of national, regional, religious and ethnic identities in the UK and describe, with support, some of the different beliefs and values in society.</p> <p>Pupils can begin to understand that resources can be allocated in different ways and that these economic choices affect individuals.</p> <p>Pupils can begin to explore, with support, how the media present information.</p>	<p>Pupils can name a range of jobs, understand that they will need to develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>With support, Pupils can research, discuss and debate topical issues, problems and events.</p> <p>Pupils understand why and how rules are made and enforces, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Pupils understand some of the range of national, regional, religious and ethnic identities in the UK and describe, some of the different beliefs and values in society.</p> <p>Pupils understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Pupils can explore, with support, how the media present information.</p>	<p>Pupil can talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money.</p> <p>Pupils can research, discuss and debate topical issues, problems and events.</p> <p>Pupils understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Pupils appreciate the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p>Pupils understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Explore how the media present information.</p>	<p>Pupils express their view confidently, and listen to and show respect for the views of others.</p> <p>Pupils identify some factors that affect emotional health and wellbeing.</p> <p>Pupils identify different types of relationships and show ways to maintain good relationships.</p> <p>Pupils describe the nature and consequences of bullying, and express ways of responding to it.</p> <p>Pupils respond to, or challenge, negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Pupils demonstrate respect and tolerance towards others, resolve differences by looking at alternatives, making decisions and explaining choices.</p>

## Relationships

<p>Pupils begin to understand what bullying is and to recognise that it is wrong. They are able to list some ways to get help if it is happening.</p> <p>With adult support, Pupils have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.</p> <p>Pupils describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another.</p> <p>Pupils take turns to speak with one other person or in a small group, and answer simple questions relation to topical issues</p>	<p>Pupils understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims.</p> <p>Pupils recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties.</p> <p>Pupils identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.</p> <p>Pupils take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates.</p>	<p>Pupils begin to express their view, and listen to those of others, sometimes needing reminders about how to show respect for others.</p> <p>Pupils begin to identify, with support, some factors that affect how people think and feel.</p> <p>Pupils begin to identify different types of relationships and how to maintain good relationships.</p> <p>Pupils begin to understand, with support, the nature and consequences of bullying, and ways of responding to it.</p> <p>Pupils begin to recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of aggressive behaviours such as bullying on individuals.</p> <p>With support, begin to demonstrate respect and tolerance towards others.</p>	<p>Pupils express their views, and listen to those of others.</p> <p>Pupils identify, with support, some factors that affect how people think and feel.</p> <p>Pupils identify different types of relationships, and with support, show ways to maintain good relationships.</p> <p>Pupils understand the nature and consequences of bullying, and ways of responding to it.</p> <p>Pupils recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of antisocial and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Pupils demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and with support, resolve difference by looking at alternatives, making decisions and explaining choices.</p>	<p>Pupils express their view confidently, and listen to and show respect for the views of others.</p> <p>Pupils identify some factors that affect emotional health and wellbeing. Pupils identify different types of relationships and show ways to maintain good relationships.</p> <p>Pupils describe the nature and consequences of bullying, and express ways of responding to it.</p> <p>Pupils respond to, or challenge, negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Pupils demonstrate respect and tolerance towards others, resolve differences by looking at alternatives, making decisions and explaining choices.</p>	<p>Pupils express their views confidently, and show how their views can develop in the light of listening to others.</p> <p>Pupils identify and explain some factors that affect emotional health and wellbeing, and strategies for dealing with them.</p> <p>Pupils identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships.</p> <p>Pupils recognise and describe the natures and consequences of bullying, express ways of responding to it, and support others to do so.</p> <p>Pupils respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Pupils demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explain choices.</p>
--	--	---	---	--	---