



# **PSHE Curriculum Progression Overview**





## Year 1 –

|             | Autumn One  | Autumn Two  | Spring One  | Spring Two   | Summer One  | Summer Two  |
|-------------|---|---|---|--|---|---|
| <b>PSHE</b> | <p>Who helps to keep us safe?</p> <ul style="list-style-type: none"> <li>• That people have different jobs in the community to help us and keep us safe</li> <li>• Who can help them in different situations, how to get somebody's attention or ask for help</li> <li>• How to respond safely to adults they don't know</li> <li>• What to do if they feel unsafe or worried</li> <li>• How to get help if there is an accident and someone is hurt, dialling 999 and what to say</li> </ul> | <p>Who is special to us?</p> <ul style="list-style-type: none"> <li>• That family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• About the different people in their family / those that love and care for them</li> <li>• What their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• How families are all different but share common features</li> <li>• About different features of family life</li> <li>• That it is important to tell someone if something about their family makes them unhappy or worried</li> </ul> | <p>What helps us stay healthy?</p> <ul style="list-style-type: none"> <li>• What being healthy means</li> <li>• That things people put into or onto their bodies can affect how they feel</li> <li>• How medicines and vaccinations can help people to stay healthy</li> <li>• That some people need to take medicine every day</li> <li>• Why hygiene is important to stop germs from being passed on</li> <li>• What they can do to take care of themselves on a daily basis</li> </ul> | <p>What can we do with money?</p> <ul style="list-style-type: none"> <li>• What money is</li> <li>• How money is obtained</li> <li>• How people make choices about what to do with their money</li> <li>• The difference between needs and wants – and that some people may not be able to afford everything they want</li> <li>• How to keep money safe and the different ways of doing this</li> </ul> | <p>What is the same and different about us?</p> <ul style="list-style-type: none"> <li>• What they like/dislike and are good at</li> <li>• What makes them special and how everyone has different strengths</li> <li>• How their personal features or qualities are unique to them</li> <li>• How they are similar or different to others, and what they have in common</li> <li>• To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul> <p><b>(Plus extra elements of RSE and keeping myself safe)</b></p> | <p>How can we look after each other and the world?</p> <ul style="list-style-type: none"> <li>• How kind and unkind behaviour can affect others</li> <li>• How to be polite and work and play cooperatively</li> <li>• The responsibilities they have in and out of the classroom</li> <li>• How people and animals need to be looked after and cared for</li> <li>• What can harm the local and global environment</li> <li>• How people grow and change and how people's need change as they grow older</li> <li>• How to manage change when moving to a different class</li> </ul> |





| Year 2 |  |   |  |   |   |   |
|--------|--|---|--|---|---|---|
|        | Autumn One   | Autumn Two  | Spring One   | Spring Two  | Summer One  | Summer Two  |
| PSHE   | What makes a good friend?  | What is bullying?   | What jobs do people do?  | What helps us to stay safe?   | What can help us grow and stay healthy?   | How do we recognise our feelings?   |
|        | <ul style="list-style-type: none"> <li>How to make friends</li> <li>How to recognize when you feel lonely and what to do</li> <li>How people behave when they are being friendly and what makes a good friend</li> <li>How to resolve arguments that occur in friendships</li> <li>How to ask for help if a friendship is making you feel unhappy</li> </ul> | <ul style="list-style-type: none"> <li>How words and actions can affect how people feel</li> <li>How to ask for and give/not give permission for somebody to touch you</li> <li>How to respond if physical contact makes you feel uncomfortable or unsafe</li> <li>Why name calling, teasing, bullying and deliberately excluding others is unacceptable</li> </ul> | <ul style="list-style-type: none"> <li>How jobs help people earn money to pay for things people need and want</li> <li>About different jobs</li> <li>How people have different strengths and interests that enable them to do different jobs</li> <li>How people use the internet and digital devices in their jobs and everyday life</li> </ul> | <ul style="list-style-type: none"> <li>How rules help to keep us safe (road rules, water safety, rules around medication, household products, being online)</li> <li>How to identify risky and potentially unsafe situations and take steps to avoid these</li> <li>How to tell a trusted adult if they are worried or if they come across something or someone who is scary</li> </ul> | <ul style="list-style-type: none"> <li>That different things help our bodies to be healthy</li> <li>That eating and drinking too much sugar can affect our health including dental health</li> <li>How to be physically active and how much rest and sleep we need</li> <li>That there are different ways to learn and play</li> <li>How to know when we need to take a break from the screen</li> <li>How sunshine helps our bodies to grow and how to keep safe in the sun</li> </ul> <p>(Plus extra elements of RSE and keeping myself safe)</p> | <ul style="list-style-type: none"> <li>How to recognise, name and describe a range of feelings</li> <li>What helps them to feel good or better if not feeling good</li> <li>How different things / times / experiences can bring about different feelings for different people</li> <li>How feelings can affect people's bodies and behaviour</li> <li>Ways to manage big feelings</li> <li>How to recognise when you might need help with feelings and how to ask for help when you need it</li> </ul> |





| Year 3 |   |  |   |   |  |   |
|--------|---|--|---|---|--|---|
|        | Autumn One  | Autumn Two   | Spring One  | Spring Two  | Summer One   | Summer Two  |
| PSHE   | How can we be a good friend?  | Why should we eat well and look after our teeth?   | What are families like?   | What makes a community?   | What keeps us safe?  | Why should we keep active and sleep well?   |
|        | <ul style="list-style-type: none"> <li>How friendships support wellbeing and the importance of seeking support if lonely or excluded</li> <li>How to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>How to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>How to recognise if a friendship is making them unhappy, feel</li> <li>Uncomfortable or unsafe and how to ask for support</li> </ul> | <ul style="list-style-type: none"> <li>How to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>How not eating a balanced diet can affect health, including too much sugar/acidic drinks on dental health</li> <li>How people make choices about what to eat and drink, including who or what influences these</li> <li>How, when and where to ask for advice and help about healthy eating and dental care</li> </ul> | <ul style="list-style-type: none"> <li>How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>How people within families should care for each other and the different ways they demonstrate this</li> <li>How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul> | <ul style="list-style-type: none"> <li>How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>What is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>How the community helps everyone to feel included and values</li> <li>The different contributions that people make</li> <li>How to be respectful towards people who may live differently to them</li> </ul> | <ul style="list-style-type: none"> <li>How to recognise hazards that may cause harm and what to do</li> <li>How to keep their body protected e.g. a seatbelt, a helmet</li> <li>That their body belongs to them and should not be hurt or touched; what to do and who to tell if they feel uncomfortable</li> <li>How to recognise pressure to do something that makes them feel unsafe or uncomfortable</li> <li>How everyday hygiene rules help people stay safe and healthy</li> <li>How to react and respond if there is an accident</li> <li>What to do in an emergency, including calling for help</li> </ul> <p><b>(Plus extra elements of RSE and keeping myself safe)</b></p> | <ul style="list-style-type: none"> <li>How regular physical activity benefits bodies and feelings</li> <li>How to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>How to make choices about physical activity, including what and who influences decisions</li> <li>How the lack of physical activity can affect health and wellbeing</li> <li>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul> |





| Year 4 |   |   |  |  |  |   |
|--------|---|---|--|--|--|---|
|        | Autumn One  | Autumn Two  | Spring One   | Spring Two   | Summer One   | Summer Two  |
| PSHE   | What strength, skills and interests do we have?   | How do we treat each other with respect?  | How can we manage our feelings?  | How can our choices make a difference to others and the environment?   | How will we grow and change?   | How can we manage risk in different places?   |
|        | <ul style="list-style-type: none"> <li>How to recognise personal qualities and individuality</li> <li>To develop self-worth by identifying positive things about themselves and their achievements</li> <li>How their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>How to set goals for themselves</li> <li>How to manage when there are set-backs, learn from mistakes and change unhelpful thinking</li> </ul> | <ul style="list-style-type: none"> <li>How people's behaviour affects themselves and others, including online</li> <li>How to model being polite and courteous</li> <li>Rights and responsibilities about the right to privacy and how to recognise when a confidence should be kept</li> <li>The rights that children have and why they are important</li> <li>That everyone should feel included, respected and not discriminated against</li> <li>How to respond to aggressive or inappropriate behaviour</li> </ul> | <ul style="list-style-type: none"> <li>How everyday things can affect feelings</li> <li>How feelings change over time and can be experienced at different levels of intensity</li> <li>The importance of expressing feelings and how they can be expressed in different ways</li> <li>How to respond proportionately to, and manage, feelings in different circumstances</li> <li>Ways of managing feelings at times of loss, grief and change</li> <li>How to access advice and support to help manage their own or others' feelings</li> </ul> | <ul style="list-style-type: none"> <li>How people have a responsibility to help protect the world</li> <li>How everyday choices can affect the environment</li> <li>How what people choose to buy can affect others or the environment (e.g. Fairtrade, single use plastics)</li> <li>The skills to share their thoughts in discussion about topical issues</li> <li>How to show care and concern for others (people and animals)</li> <li>How to carry out personal responsibilities in a caring and compassionate way</li> </ul> | <ul style="list-style-type: none"> <li>About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>How puberty can affect emotions and feelings</li> <li>How personal hygiene routines change during puberty</li> <li>How to ask for advice and support about growing and changing and puberty</li> </ul> <p><b>(Plus extra elements of RSE and keeping myself safe)</b></p> | <ul style="list-style-type: none"> <li>How to recognise and manage risk in different situations</li> <li>How to keep safe in the local and less familiar environment</li> <li>How people can be influenced by peer behaviour and by a desire for peer approval</li> <li>How to report all concerns</li> <li>That rules, restrictions and laws exist to help people keep safe and what to do if concerned</li> </ul> |







| Year 5 |   |   |   |   |  |   |
|--------|---|---|---|---|--|---|
|        | Autumn One  | Autumn Two  | Spring One  | Spring Two  | Summer One   | Summer Two  |
| PSHE   | How can friends communicate safely?   | What decisions can we make about money?   | How can we help in an accident or emergency?  | How can drugs common to everyday life affect health?  | What makes up a person's identity?   | What jobs would we like?  |
|        | <ul style="list-style-type: none"> <li>About different types of relationships</li> <li>How friends and family communicate together</li> <li>How to recognise risk in friendships and keeping safe</li> <li>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul> | <ul style="list-style-type: none"> <li>How people make decisions about spending and saving money and what influences them</li> <li>How to keep track of money</li> <li>How people make choices about ways of paying for things they want and need</li> <li>How to recognise what makes something 'value for money' and what this means to them</li> <li>That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul> | <ul style="list-style-type: none"> <li>How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>That if someone has experienced a head injury, they should not be moved</li> <li>When it is appropriate to use first aid and the importance of</li> <li>Seeking adult help</li> <li>The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul> | <ul style="list-style-type: none"> <li>How drugs common to everyday life can affect health</li> <li>That some drugs are legal / illegal</li> <li>Laws about drugs and why they exist</li> <li>Why people choose to use or not use different drugs</li> <li>How people can prevent or reduce the risks of drug use becoming a habit</li> <li>How organisations help people and the support available</li> <li>How to ask for help from a trusted adult if they have worries or concerns about drugs</li> </ul> | <ul style="list-style-type: none"> <li>How to recognise and respect similarities and differences between people</li> <li>There are a range of factors that contribute to a person's identity</li> <li>What makes up a person's identity and it may not correspond to their biological sex</li> <li>How stereotypes are not always accurate and can negatively impact behaviour and attitude</li> <li>How to challenge stereotypes and assumptions about others</li> </ul> <p><b>(Plus extra elements of RSE and keeping myself safe)</b></p> | <ul style="list-style-type: none"> <li>That there is a range of different jobs and people can have more than one in their life</li> <li>That some jobs are paid more than others and some voluntary</li> <li>About the skills, attributes, qualifications and training needed</li> <li>That there are different ways into jobs and careers,</li> <li>How people choose a career/job</li> <li>How to question and challenge stereotypes about the types of jobs people can do</li> <li>How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul> |

**Objectives covered mainly in Computing lessons – to be used during PSHE if the need arises**

|  | Year One  | Year Two   | Year 3   | Year 4  | Year 5   | Year 6   |
|--|---|--|--|---|--|--|
|  | <p>How do I know how to make the safest decisions?</p> <ul style="list-style-type: none"> <li>How the media, including online experiences, can affect people's wellbeing</li> <li>That mixed messages in the media exist and that these can influence people</li> <li>To discuss and debate what influences people's decisions</li> </ul> | <p>How can we tell if what we see online is trustworthy or true?</p> <ul style="list-style-type: none"> <li>How somebody might pretend to be somebody else</li> <li>To evaluate how reliable different types of online content and media are</li> <li>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>How text and images can be manipulated or invented;</li> </ul> | <p>How can we keep our body and brain healthy?</p> <ul style="list-style-type: none"> <li>How mental and physical health are linked</li> <li>How positive friendships and being involved in activities support wellbeing</li> <li>How to plan a healthy meal</li> <li>How to stay physically active</li> <li>How to maintain good dental health,</li> <li>How to recognise early signs of physical or mental ill-health and how problems can build up if they are not recognised, managed, or if help is not sought early on</li> <li>That anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>That mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul> | <p>How to build a healthy body when you are online</p> <ul style="list-style-type: none"> <li>How people's online actions can impact on other people</li> <li>Why to balance time spent online with other activities</li> <li>How to keep safe online</li> <li>How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>How to manage the influence of friends and family on health choices</li> <li>That habits can be healthy or unhealthy; strategies to help</li> <li>How to change or break an unhealthy habit or take up a new healthy one</li> <li>How legal and illegal drugs can affect health and how to manage situations</li> </ul> | <p>How will things as we become more independent?</p> <ul style="list-style-type: none"> <li>Knowing someone in real life</li> <li>About the types of relationships</li> <li>That people who are attracted to and love each other are safe to share</li> <li>That marriage should be wanted equally by both people. Being forced is a crime.</li> <li>How puberty relates to growing from a child to an adult</li> <li>About the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>That there are ways to prevent a baby being made</li> </ul> <p><b>(Plus extra elements of RSE and keeping myself safe)</b></p> | <p>How do we cope with huge changes in our lives?</p> <ul style="list-style-type: none"> <li>Media and that there are rules about what is acceptable</li> <li>With recognise unsafe opportunities and responsibilities</li> <li>How friendships may change as they grow and how to respond to information viewed</li> <li>How to manage change, including frightening or upsetting situations</li> <li>How to ask for support or where to seek further information and advice regarding growing up and changing</li> <li>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> </ul> |
|  |   |  |  |   |  |  |