

PSHE Progression Grid

Breadth of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Autumn 1:</u></p> <p>BEING ME IN MY WORLD</p>	<p>I can talk to other children when playing.</p> <p>I can talk about how I feel.</p> <p>I can work and play co-operatively with others.</p> <p>Know special things about themselves.</p> <p>Know how happiness and sadness can be expressed.</p> <p>Know that being kind is good.</p>	<p>I am showing an awareness of behavioural expectations with some support.</p> <p>I can show kindness and empathy to others.</p> <p>I can name and describe people who are familiar to me.</p> <p>Know they have a right to learn and play, safely and happily.</p> <p>Know that some people are different from themselves.</p> <p>Identify feelings associated with belonging.</p> <p>Skills to play co-operatively with others.</p> <p>Be able to consider others' feelings.</p>	<p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand who is in my school community, the roles they play and how I fit.</p> <p>Understand that their choices have consequences.</p> <p>Understand that their views are important.</p> <p>Understand that they are safe in their class.</p>	<p>I can identify some of my hopes and fears for this year.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I know how to make my class a safe and fair place.</p> <p>Understand the rights and responsibilities of class members.</p> <p>Know about rewards and consequences and that these stem from choices.</p>	<p>I can set personal goals.</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I can make responsible choices and take action.</p> <p>I can work cooperatively in a group.</p> <p>Know that the school has a shared set of values.</p> <p>Know why rules are needed and how these relate to choices and consequences.</p>	<p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>Know what democracy is (applied to pupil voice in school).</p> <p>Know how groups work together to reach a consensus.</p> <p>Identify the feelings associated with being included or excluded.</p> <p>Know how to regulate my emotions.</p>	<p>I can face new challenges positively and know how to set personal goals.</p> <p>I can empathise with people in this country whose lives are different to my own.</p> <p>Understand how democracy and having a voice benefits the school community.</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country.</p> <p>Consider their own actions and the effect they have on themselves and others.</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>Know about the lives of children in other parts of the world.</p> <p>Be able to compare their life with the lives of those less fortunate.</p> <p>Demonstrate empathy and understanding towards others.</p> <p>Can demonstrate attributes of a positive role-model.</p>
Vocabulary	Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Taking Turns		Safe, Special, Calm, Special, Learning Charter, Rewards, Proud, Consequences	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices	Welcome, Valued, Achievements, Pleased, Personal Goal, Emotions, Feelings, Support, Team Work	Included, Excluded, Role, Job Description, School Community, Democracy, Decisions, Voting, UN Convention on Rights of Child (UNCRC)	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Cocoa Plantation, Community, Education, Wants, Needs, Maslow, Empathy, Opportunities, Empathise, Obstacles, Co-operation, Collaboration, Motivation

<p><u>Autumn 2:</u></p> <p>CELEBRATING DIFFERENCES</p>	<p>I can talk about what I like.</p> <p>I can show friendly behaviour.</p> <p>Grow in confidence towards new people and challenges faced.</p> <p>Know that people can be good at different things.</p> <p>Know different ways of making friends.</p> <p>Recognise similarities and differences between their family and other families.</p>	<p>I can accept that everyone is different and do not always enjoy the same things.</p> <p>I can include others when working and playing.</p> <p>I can appreciate my own and different cultures around the world and accept that people have different beliefs and traditions.</p> <p>I can show curiosity about the world around me and care for our environment.</p> <p>Know the names of some emotions such as happy, sad, frightened, and angry.</p> <p>Know why having friends is important.</p> <p>Know how to be a good friend.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry.</p>	<p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p> <p>Know what bullying means.</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy.</p> <p>Know that people are unique and that it is OK to be different.</p>	<p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p> <p>I can tell you what abuse means.</p> <p>I can distinguish between appropriate and inappropriate touch.</p> <p>Know the difference between a one-off incident and bullying.</p> <p>Explain how being bullied can make someone feel.</p> <p>Understand that everyone's differences make them special and unique.</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can tell you what abuse means and recognise some signs of abuse.</p> <p>Know that conflict is a normal part of relationships.</p> <p>Know that some words are used in hurtful ways and that this can have consequence.</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p> <p>I can tell you what abuse means and recognise some signs of abuse.</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.</p> <p>Know that sometimes people make assumptions about a person because of the way they look or act.</p>	<p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>I can tell you what abuse means and recognise some signs and types of abuse.</p> <p>Know that bullying can be direct and indirect and know external forms of support in regard to bullying e.g. ChildLine.</p> <p>Know what racism is and why it is unacceptable.</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds.</p> <p>Know what culture means and develop respect for cultures different from their own.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in either situation.</p> <p>I can tell you what abuse means and recognise some signs and types of abuse.</p> <p>Know that people can hold power over others individually or in a group and can play a part in a bullying or conflict situation.</p> <p>Know that there are different perceptions of 'being normal' and where these might come from.</p> <p>Identify feelings associated with being excluded.</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens.</p>
<p>Vocabulary</p>	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Similarity, Difference, Bullying, On purpose, Unfair, Included, Bully, Bullied, Special,</p>	<p>Similarities, Assumptions, Differences, Bully, Purpose, Unkind,</p>	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Witness, Bystander,</p>	<p>Character, Judgement, Surprised, Different, Appearance, Influence, Opinion,</p>	<p>Culture, Conflict, Similarity, Belong, Racism, Discrimination,</p>	<p>Normal, Disability, Empathy, Perception, Medication, Diversity, Transgender, Gender</p>	

			Unique	Feelings, Diversity, Kindness, Unique	Bullying, Gay, Feelings, Consequences	Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying	Rumour, Name-calling, Homophobic, Cyber bullying, Problem solving, Indirect, Direct, Happiness	Diversity, Fairness, Power, Struggle, Harassment, Achievement, Perseverance, Admiration, Stamina
<p><u>Spring 1:</u></p> <p>DREAMS AND GOALS</p>	<p>I can keep trying even when it is difficult.</p> <p>I can work well with a partner or in a group.</p> <p>Beginning to realise the impact of my choices.</p> <p>Know which words are kind.</p>	<p>I can manage my feelings when my wishes cannot be met and know who to seek for help if needed.</p> <p>Know that it is important to keep trying and being resilient.</p> <p>Understand that challenges can be difficult.</p> <p>Recognise some of the feelings linked to perseverance.</p> <p>Recognise how kind words can encourage people.</p>	<p>I know how to store the feelings of success in my internal treasure chest.</p> <p>Know how to set and achieve simple goals.</p> <p>Know when a goal has been achieved.</p> <p>Recognise their own feelings when faced / overcome with a challenge/obstacle.</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>Know how to choose a realistic goal and think about how to achieve it.</p> <p>Be able to work as part of a group.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>Know that they are responsible for their own learning.</p> <p>Know what an obstacle is and how to take steps to overcome them.</p> <p>Can break down a goal into small steps.</p>	<p>I know what it means to be resilient and to have a positive attitude.</p> <p>Know how to make a new plan and set new goals even if they have been disappointed.</p> <p>Be able to cope with disappointment.</p> <p>Can identify what resilience is.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can reflect on how these relate to my own.</p> <p>Know the types of job they might like to do when they are older.</p> <p>Appreciate the differences between themselves and someone from a different culture.</p>	<p>I can identify why I am motivated to do some things</p> <p>Know a variety of problems that the world is facing.</p> <p>Know some ways in which they could work with others to make the world a better place.</p>
Vocabulary	Dream, Goal, Challenge, Job, Ambition, Achievement, Happy, Kind, Encourage		Proud, Success, Working together, Celebrate, Learning, Challenge, Feelings, Obstacle, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Co-operation, Motivated, Frustration, Solutions	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Help, Motivation	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Determination, Motivation, Culture, Sponsorship, Team Work, Co-operation	Learning, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Recognition

<p>Spring 2:</p> <p>HEALTHY ME</p>	<p>I can make healthy choices in regard to eating and tooth brushing.</p> <p>I can be independent in self-care.</p> <p>I can negotiate space and obstacles safely, with consideration for myself and others.</p> <p>Know how to help themselves go to sleep and that sleep is good for them.</p> <p>Know what to do if they get lost.</p> <p>Recognise how different foods can make them feel.</p>	<p>I can talk about ways to stay healthy and safe to support my well-being. For example: regular exercise, tooth brushing, etc.</p> <p>I can be a good friend and enjoy healthy friendships.</p> <p>Know what the word 'healthy' means and know some things that they need to do to keep healthy.</p> <p>Know the names for some parts of their body.</p> <p>Can explain what to do if a stranger approaches them.</p>	<p>I can identify some ways to keep my body safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy.</p> <p>Know the difference between being healthy and unhealthy.</p> <p>Know that all household products, including medicines, can be harmful if not used properly.</p> <p>Know how to keep safe when crossing the road.</p> <p>Recognise when they feel frightened and know how to ask for help.</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p> <p>To understand how medicines work in my body and how important it is to use them safely.</p> <p>Know what their body needs to stay healthy.</p> <p>Know some healthy lifestyle choices.</p>	<p>I can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>Know that there are different types of drugs.</p> <p>Know that some things, places and people can be safe or unsafe.</p> <p>Can express how being anxious or scared feels.</p>	<p>I can identify feelings of anxiety and fear associated with child pressure.</p> <p>Know the facts about smoking and alcohol and its effects on health, particularly the liver.</p> <p>Know what they think is right and wrong and know ways to resist when people are putting pressure on them.</p> <p>Recognise positive and negative feelings in peer situations.</p>	<p>Know basic emergency procedures, including the recovery position and how to get help in emergency situations.</p> <p>To know about the dangers from media, social media and celebrity culture and body image.</p> <p>To know that people can develop eating problems/disorders related to body image pressure.</p> <p>Can reflect on their own body image and know how important it is that this is positive.</p>	<p>I can evaluate when alcohol is being used responsibly, antisocially or being misused.</p> <p>Know how to make choices that benefit their own physical and emotional health and well-being.</p> <p>Know that some people can be exploited and made to do things that are against the law and know strategies to manage this.</p> <p>Know basic emergency procedures, including the recovery position and CPR and how to get help in emergency situations.</p>
<p>Vocabulary</p>	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Dangerous, Medicines, Body, Balanced diet, Energy, Nutritious</p>	<p>Oxygen, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Healthy, Drugs, Attitude, Anxious, Scared, Advice, Harmful, Risk, Feelings, Appreciate, Body, Choice</p>	<p>Emotions, Relationships, Friendship groups, Value, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Advice, Alcohol, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p>Choices, Healthy & Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Opinion, Emergency, Procedure, Recovery position, Body image, Social media, Self-respect, Eating disorder, Respect, Debate</p>	<p>Responsibility, Prevention, Drugs, Effects, Prescribed, Restricted, Illegal, Vulnerable, Criminal, Gangs, Pressure, , Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Stress, Triggers, Strategies, Managing stress</p>	

<p><u>Summer 1:</u></p> <p>RELATIONSHIPS</p>	<p>I can make friends.</p> <p>I can initiate play and take turns with others.</p> <p>I can work and play co-operatively with others.</p> <p>I grow in confidence towards new people and challenges faced.</p> <p>Know some reasons why we can get angry and can use strategies to self-regulate.</p>	<p>I can try to solve friendship problems when they occur by finding a compromise or negotiating (with some support).</p> <p>I can name and describe people in my family and community.</p> <p>I can give some examples of family customs and routines that I have enjoyed.</p> <p>Know what a family is.</p> <p>Know some of the characteristics of healthy and safe friendships.</p> <p>Know how to be a good friend.</p> <p>Can recognise what being angry feels like.</p>	<p>I can tell you why I appreciate someone who is special to me.</p> <p>Know that everyone's family is different and are founded on belonging, love and care.</p> <p>Know how to make a friend.</p> <p>Know who to ask for help in the school community.</p> <p>Can identify forms of physical contact they prefer and say no when they receive a touch they don't like.</p>	<p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can tell you what abuse is.</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets.</p> <p>Can identify the negative feelings associated with keeping a worry secret.</p> <p>Know what trust is.</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>Understand that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Know that different family members carry out different roles or have different responsibilities within the family.</p> <p>Know that they and all children have rights (UNCRC).</p> <p>Know how to access help if they are concerned about anything</p>	<p>I can explain different points of view on an animal right issue.</p> <p>I can express my own opinion and feelings on this.</p> <p>I know what 'child on child' abuse is.</p> <p>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe.</p> <p>Can identify the feelings and emotions that accompany loss and suggest strategies for managing these.</p> <p>Can suggest ways to manage relationship changes including how to negotiate.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can explain what abuse is and I can identify different types of abuse.</p> <p>Know that there are rights and responsibilities in an online community or social network.</p> <p>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe.</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks.</p>	<p><i>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</i></p> <p><i>I can explain what 'child on child' abuse is and I can identify different types of abuse.</i></p> <p><i>Know the stages of grief and that there are different types of loss that cause people to grieve.</i></p> <p><i>Recognise that people can have problems with their mental health and that it is nothing to be ashamed of.</i></p> <p><i>Can take responsibility for their own safety and well-being, including online.</i></p>
<p>Vocabulary</p>	<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me</p>		<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Proud, Celebrate, Relationships, Special,</p>	<p>Similarities, Special, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Telling, Adult, Trust,</p>	<p>Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Fair trade, Food journey,</p>	<p>Relationship, Jealousy, Emotions, Positive, Negative, Loss, Shock, Sadness, Pain, Despair, Hope, Souvenir, Compromise, Loyal, Betrayal, Empathy</p>	<p>Qualities, Characteristics, Self-esteem, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Screen time, Physical</p>	<p>Mental health, Ashamed, Stress, Anxiety, Support, Worried, Signs, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power,</p>

			Appreciate	Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Celebrate	Rights, Needs, Wants, United Nations		health, Mental health, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile	Control, Assertive, Risks, Pressure, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Cyber-bullying, Abuse, Safety
<p><u>Summer 2:</u> CHANGING ME</p>	<p>I can talk about likes and dislikes.</p> <p>I can be sensible about how others feel.</p> <p>I can talk about my family and recognise similarities and differences between myself and others.</p> <p>Know that sharing how they feel can help solve a worry.</p>	<p>I understand that everyone is unique and special.</p> <p>I can express how I feel when change happens (excited vs anxious, tired, angry).</p> <p>Know the names and functions of some parts of the body (see vocabulary list).</p> <p>Know that we grow from baby to adult.</p> <p>Know who to talk to if they are feeling worried.</p>	<p>I know the difference between appropriate and inappropriate touch.</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>I respect my body and understand which parts are private.</p> <p>Understand and accept that change is a natural part of getting older.</p>	<p>Know the physical differences between male and female bodies.</p> <p>Know that private body parts are special and that no one has the right to hurt these.</p> <p>Can say who they would go to for help if worried or scared.</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened.</p>	<p>I can tell you some changes we are going through as part of our puberty.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry.</p>	<p>Can appreciate their own uniqueness and that of others.</p> <p>Have strategies for managing the emotions relating to change including puberty.</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can explain what sexual harassment is.</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Express how they feel about the changes that will happen to me during puberty.</p>	<p>I can recognise how I feel when I reflect on the development and birth of a baby.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can distinguish between healthy and unhealthy sexual behaviour.</p> <p>Recognise ways they can develop their own self-esteem.</p>
Vocabulary	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories		Changes, Life cycles, Baby, Growing up, Adulthood, Male, Female, Vagina, Penis, Testicles, Grow, Feelings, Anxious, Worried, Excited, Coping Appropriate / Inappropriate Touch	Change, Grow, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Responsibilities, Vagina, Public, Private, Touch, Like, Dislike, Acceptable,	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Male, Female, Penis, testicles, Vagina, Privacy, Appropriate, Inappropriate, Trusted adult, Change, Nervous, Happy	Unique, Family, Characteristics, Trust, Baby, Sperm, Egg, Womb, Joy, Responsibility, Health Education, Private parts, Menstruation, Puberty, Periods, Trusted adult, Appropriate & Inappropriate touch, Child on child abuse,	Body image, Self-image, Self-esteem, Puberty, Periods, Menstruation, Sanitary towels/pads, Tampons, Ovary, Vagina, Womb, Growth spurt, Facial hair, Relationships, Gay, Physical Attraction Trusted adult, Child on child abuse Appropriate & inappropriate touch	Self-image, Negative body-talk, mental health, Child on child abuse, Harmful sexual behaviour, Menstruation, Erection, Ovulation Pregnancy, Embryo Foetus, Placenta Umbilical cord, Labour, Midwife Contractions, Cervix, Attraction Transition, Secondary

			Unacceptable		Change	Sexual harassment	
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