



Small Steps of Progression in PSHE/RSE

Theme	EYFS	Year 1 / 2		Year 3 / 4		Year 5 / 6	
Me and my feelings	Children can sort feelings into comfortable and uncomfortable feelings	Children can identify how they are feeling and categorise it as comfortable or uncomfortable.		Children can identify facial expressions associated with different feelings Children can talk about things that make them happy and help them to stay calm Children can identify uncomfortable emotions and what can cause them		Children can explain how to communicate their feelings in different situations and confidently talk about their thoughts, feelings and behaviours	
Naming feelings	Children can identify when they, or others, are feeling happy, okay, sad, worried, anxious, excited or angry.	Children can identify when they, or others, are feeling-(as YR) and scared ready to learn, frustrated, nervous, jealous, terrified.		Children can identify when they, or others, are feeling-(As Y1/2) and hurt, depressed, exhausted, shy, appreciated, proud, relaxed, content, silly, annoyed, embarrassed, elated, out of control		Children can explore full range of emotions and challenge children to add to language	
Managing feelings	Children understand that, with each feeling, there are expected and unexpected behaviours and they can name some of the associated behaviours.	Children understand the importance of sharing their thoughts and feelings Children can use some strategies from their toolkit to self-regulate, with adult support and guidance.	Children understand that they have a choice about how they react to things that happen Children understand that some feelings are difficult to control. They can confidently identify the expected and unexpected behaviours associated with their feelings. Children know how to resolve an argument in a positive way Children can demonstrate that they can manage some feelings in a positive and effective way.	Children can describe and independently use some strategies to help them cope with uncomfortable feelings Suggest ways to make things right after a mistake has been made. Show the resolution to a dispute through pictures and with key words given Explain that mistakes help them to grow and learn	Children start to develop some strategies for resolving difficult situations, drawing on strategies from their toolkit with increasing independency Children can discuss changes people may experience in their lives and how they might make them feel	Children can discuss situations which might make people fight or flee and why Children can create resolutions to different tricky scenarios Children can identify the feelings involved in making a mistake and understand how to make amends	Children can identify unhelpful and helpful thoughts Children suggest outcomes linked to certain thoughts, feelings and actions Children can discuss ways in which positive thinking can be beneficial Children can utilise the strategies in their toolkits to help them self-regulate their emotions

<p>Me and my actions</p>	<p>Children can construct and agree to follow group and class rules.</p> <p>Children understand how rules help them.</p> <p>Children can sort behaviours into good and not-so-good choices</p>	<p>Children understand the importance of friendship and of kind behaviour.</p> <p>Children can recognise the effect of their behaviour on other people, and can cooperate with others (for example, by playing and working with friends and classmates)</p>	<p>Children recognise that bullying is wrong and can suggest some ways to get help to deal with it.</p> <p>Children can share their opinions on things that matter to them with one other person/class.</p> <p>Children know and can demonstrate the skills involved in successful cooperation</p> <p>Children can communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>Children can respond appropriately to a wider range of feelings in others.</p> <p>Children can explain how their actions have consequences for themselves and others.</p> <p>Children are confident to raise their point or view or concerns, but respect a different point of view.</p> <p>Children can describe the nature and consequences of bullying and know where they can go to get help if they are bullied.</p>	<p>Children are able to demonstrate effective ways of resisting negative pressure, including from their peers. (knowing where to get help, that there is an option to delay and showing resilience)</p> <p>Children are becoming more-able to draw on peaceful strategies to independently resolve small conflicts and disputes.</p>	<p>Children are able to respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Children are empathetic and can see a situation from someone else's view point.</p>	<p>Children can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own self-worth.</p> <p>Children understand that they can expect to be treated with respect, and in turn they will respect others feelings and points of view.</p> <p>Children know that there is different legislation to protect people from discrimination.</p>
<p>Me and my relationships Special people</p>	<p>Children can identify their 'special people'</p>	<p>Children understand why special people and families are important for children growing up (by providing love, security and stability)</p> <p>Children can identify groups and communities that they belong to</p>	<p>Children can identify their trusted adult</p> <p>Children can share some of the characteristics of effective friendships (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust)</p>	<p>Children can identify different types of relationships and show ways to maintain good friendships (such as listening, supporting and caring)</p>	<p>Children understand that marriage is a legal commitment between two people</p> <p>Children recognise and discuss the importance of relationships to marriage, parenthood and family life.</p> <p>Children can identify the characteristics of healthy family relationships</p>	<p>Children recognise people they trust and don't trust</p> <p>Children understand what is meant by a 'respectful relationship' and can identify the characteristics of such a relationship</p> <p>Children understand that the same principles apply for online and face-to-face relationships</p>	<p>Children can recognise when a friendship or relationship is making them uncomfortable</p> <p>Children can take positive steps to improve or support respectful relationships</p> <p>Children can critically evaluate their online relationships and understand the risks involved in having a relationship with someone you haven't met in person</p>

<p>Difference</p>	<p>Children can talk about similarities and differences between children, families, communities and cultures.</p> <p>Children recognise what is fair/unfair/right/wrong/kind /unkind</p>	<p>Children understand and can identify how they are unique</p> <p>Children can identify and describe similarities and differences between British people</p>	<p>Children can explain the word diversity</p> <p>Children understand that everyone is equal and can explain what being fair means</p> <p>Children know that all people have rights and understand that there are people who protect their rights</p>	<p>Children can describe a diverse society</p> <p>Children understand that similarities and differences can occur because of a number of different factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability</p> <p>Children can identify what is fair and unfair treatment.</p>	<p>Children know and understand about the different forms of bullying around difference.</p> <p>Children understand language related to racism, stereotypes, equalities, homophobia and diversity</p> <p>Children respect other people's views and beliefs.</p>	<p>Children can name the protected characteristics. They understand the term equality and understand that everyone has the right to be treated fairly.</p> <p>Children understand the consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, prejudice-based language and towards all minority groups).</p> <p>Children understand what a stereotype is and how they can be unfair, negative or destructive</p> <p>Children can demonstrate respect and tolerance towards people different from themselves.</p>
<p>Me and my well-being Personal Hygiene</p>	<p>Children can explain ways of keeping clean.</p> <p>Children understand what they need to do to keep their teeth healthy.</p>	<p>Children understand the importance of taking care of their teeth and are responsible for cleaning their teeth.</p>	<p>Children can demonstrate hygienic ways to look after their body, such as washing their hands, changing dirty clothes and dealing with their own personal care</p>	<p>Children can explain how germs spread and disease travels</p> <p>Children can identify ways to prevent germs and disease spreading.</p>	<p>Children understand the hormonal changes in their body and the personal hygiene linked to this.</p>	

Physical & Mental Health	Children understand that their body requires certain things to keep healthy.	<p>Children can explain how much sleep they need</p> <p>Children can discuss why exercise is good for them</p> <p>Children can list nutritious snacks</p>	<p>Children can make simple choices about some aspects of their health and well-being (e.g. choosing between different foods, physical activities and putting on sun screen).</p> <p>Children can identify what keeps them healthy.</p>	<p>Children can explain what happens if they don't get enough sleep</p> <p>Children know the difference between medicines and harmful drugs</p> <p>Children can make choices about how to develop healthy lifestyles.</p> <p>Children can identify some factors that affect emotional health and well-being (e.g. exercises or dealing with emotions).</p>	<p>Children have a wider understanding of their personal responsibilities for being healthy and begin to understand the variety of choices available.</p> <p>Children can identify factors that have positive and negative effects on their physical, emotional and mental health, including the media</p> <p>Children begin to set goals for self-improvement, setting high aspirations and goals.</p>	<p>Children understand that they have a responsibility for their own health and being healthy.</p> <p>Children understand that there are many influences and dilemmas that affect a healthy lifestyle.</p> <p>Children recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Children can list commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>	<p>Children can make informed choices about how to develop healthy lifestyles.</p> <p>Children develop strategies for discriminating between the various influences.</p> <p>Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'.</p>
Growing up	Children understand that growing up and becoming more independent brings with it some responsibilities	Children can talk about growing and changing and new opportunities that increasing independence brings (such as how to maintain personal hygiene)	Children understand that as they grow and change, they have an increased responsibility to keep themselves safe	<p>Children can explain some physical changes boys and girls go through during puberty</p> <p>Children can explain in simple terms how babies are made and how they are born</p> <p>Children can describe some of the feelings young people might experience as they grow</p>	<p>Children can explain how their body will change as the approach and move into puberty (including periods, wet dreams)</p> <p>Children understand the emotional changes young people might experience during puberty</p> <p>Children understand the term reproduction and can explain what a sexual relationship is</p> <p>Children can explain how babies are conceived and how they are born</p>		

							Children understand that there is no such thing as a perfect body
Body parts	Children know the correct names for parts of the body, including penis & vagina.	Children can name internal and external body parts (see progression in vocabulary list)		Children can identify some differences between male and female body parts		Children can name the male and female body parts needed for reproduction	
Me and my safety General safety	Children can explain different ways that family and friends should care for one another. Children begin to understand about some personal dangers (on the road, with water, with fire)	Children understand the safety concerns relevant to them in school and at home. Children have an awareness of which adults they can trust and who can help them. Children understand that people's bodies and feelings can be hurt. Children understand the difference between secrets and surprises and the importance of not keeping adult's secrets, only surprises.	Children are developing an understanding of what sort of boundaries are appropriate in a friendship, including in a digital context. Children know which adults they can trust and who can help them.	Children are developing an understanding that pressure to behave in an unacceptable or risky way can come from a range of different sources, including people they might know and the media.	Children have a clear understanding of safety concerns relevant to them in school and at home. Children understand and can identify the possible dangers and risks on the internet. Children have an understanding of a selection of strategies they can draw on to keep physically and emotionally safe, including using some basic techniques for resisting pressure. Children recognise when and how they can ask for help.	Children recognise risk in different situations and can make judgements about behaviour and decisions about safety. Children recognise that some actions have greater consequences than others. Children are beginning to anticipate consequences and calculate risks.	Children can recognise potential dangers such as those on the road, in water, with fire and develop strategies for harm reduction in these situations. Children understand where help can be obtained if it is needed.
Online Safety	Children understand that people might not be who we think they are online. Children understand that	Children understand that we should not share personal information online Children understand the need to keep passwords private	Children can identify some of the positive and some of the dangers of being online Children understand that sometimes people behave differently online Children understand what sort of boundaries are appropriate in friendships online	Children understand how to report harmful content that they might see online	Children recognise risk and understand some rules and principles for staying safe online	Children understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including online and in the media	Children can predict and assess risks presented online and through the media Children can establish clear boundaries for their online relationships

<p>Appropriate touch</p>	<p>Children understand that they choose what happens to their body</p> <p>Children understand that we keep the parts where our pants cover, private</p>	<p>Children can identify the body parts we keep private</p> <p>Children understand the need to give people personal space</p>	<p>Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell)</p>	<p>Children can distinguish between 'privacy' and 'keeping a secret' and understand when it is appropriate to agree to this or break a confidence</p>	<p>Children understand what it means to give 'permission' in relationships with friends, peers and adults.</p>	<p>Children can explain the 'three c's'-Consent, control and choice</p>	
<p>Me and living in the wider world</p>	<p>Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>Children understand people and other living things have needs and are becoming aware of some of their responsibilities in meeting them (taking turns, share, return things that are borrowed)</p>	<p>Children have an understanding of democracy. Children recognise that they have a right to a fair vote.</p> <p>Children understand how they can play a part if meeting the needs of living things and what their responsibilities in this process are.</p>	<p>Children can recognise what improves and harms their local, natural and built environments and some of the ways people look after them.</p>	<p>Children can demonstrate that money comes from different sources and can be used for different purposes.</p> <p>Children understand what being part of a community means, and about local and national intuitions that support communities.</p> <p>Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK)</p>	<p>Children understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices)</p> <p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Children can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Children realise the consequences of anti-social behaviour and aggressive behaviours on individuals and communities.</p>	<p>Children can demonstrate the role money plays in theirs/other's lives (how to manage and be a critical consumer)</p> <p>Children have a clear understanding about local/national and global community groups and appreciate the range of national, regional and ethnic identities in the UK</p>	<p>Children develop an understanding of the concepts of interest, loan, debt and tax (VAT).</p> <p>Children 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>Children understand what being part of a community really means and understand the varied institutions that support communities locally and nationally such as voluntary, community and pressure groups, especially in relation to health and wellbeing</p>