



Whole School Progression in PSHE/RSE

Theme	EYFS	Year 1 / 2		Year 3 / 4		Year 5 / 6	
Me and my feelings	Children can talk about comfortable and not so comfortable feelings.	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	
	Children can identify when they, or others, are feeling happy, okay, sad, worried, anxious, excited or angry. Children can use some simple strategies to help self-regulate some of their feelings.	Children identify and name comfortable and not so comfortable feelings.	Children can demonstrate that they can manage some feelings in a positive and effective way. Children begin to understand that some feelings are difficult to control.	Children can demonstrate that they recognise their own worth and that of others. Children can identify positive things about themselves.	Children can express their views confidently and listen to and show respect for the views of others. Children start to develop some strategies for resolving difficult situations.	Children can identify some factors that affect emotional health and well-being. Children can recognise positive things about themselves.	Children can confidently identify factors that affect emotional health and well-being. They recognise that they may experience conflicting emotion when they might need to listen to their emotions to overcome them. Children recognise positive things and themselves and their achievements.
Me and my actions	Children can construct and agree to follow group and class rules. Children understand how rules help them. Children can begin to recognise how their actions have affected someone else.	Children understand the importance of friendship and of kind behaviour. 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)	Children recognise that bullying is wrong and can suggest some ways to get help to deal with it. Children can share their opinions on things that matter to them with one other person/class. Children can communicate their feelings to others, to recognise how others	Children can respond appropriately to a wider range of feelings in others. Children can explain how their actions have consequences for themselves and others. Children are confident to raise their point or view or concerns, but	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) Children are becoming more-able to draw on peaceful strategies to independently resolve	Children are able to respond to, or challenge, negative behaviours such as stereotyping and aggression. Children are empathetic and can see a situation from someone else's view point.	Children can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own self-worth. Children understand that they can expect to be treated with respect, and in turn they will respect

			show feelings and how to respond.	respect a different point of view. Children can describe the nature and consequences of bullying and know where they can go to get help if they are bullied.	small conflicts and disputes.		others feelings and points of view. Children know that there is different legislation to protect people from discrimination.
Me and my relationships	Children can identify their 'special people' Children can talk about similarities and differences between children, families, communities and cultures. Children recognise what is fair/unfair/right/wrong/kind/unkind	Children can understand and celebrate difference. Children understand why special people and families are important for children growing up (by providing love, security and stability)	Children can identify, celebrate and respect differences and similarities between people. Children can share some of the characteristics of effective friendships (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust)	Children identify differences in their school/local community and celebrate and respect these similarities and differences. Children can identify some of the characteristics of healthy relationships.	Children can identify different types of relationships and show ways to maintain good friendships (such as listening, supporting and caring) Children recognise and discuss the importance of relationships to marriage, parenthood and family life. Children know and understand about the different forms of bullying around difference. Children recognise and challenge stereotypes. Children respect other people's views and beliefs.	Children can describe some of the different beliefs and values in society. Children can demonstrate respect and tolerance towards people different from themselves. Children recognise when a friendship is making them feel uncomfortable and suggest some practical steps they could take to improve respectful relationships.	
Me and my well-being	Children can explain ways of keeping clean.	Children can talk about growing and changing	Children can make simple choices about some	Children can make choices about how to	Children have a wider understanding of their	Children understand that they have a	Children can make informed choices

	<p>Children understand what they need to do to keep their teeth healthy.</p> <p>Children understand that their body requires certain things to keep healthy.</p> <p>Children know the correct names for parts of the body.</p>	<p>and new opportunities that increasing independence brings (such as how to maintain personal hygiene)</p> <p>Children understand the importance of taking care of their teeth and are responsible for cleaning their teeth.</p>	<p>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>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>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.</p> <p>Children begin to set goals for self-improvement, setting high aspirations and goals.</p>	<p>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. 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>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> <p>Children can explain how their body will change as the approach and move into puberty.</p>
Me and my safety	<p>Children can explain different ways that family and friends should care for one another.</p> <p>Children begin to understand about some personal dangers (on the road, with water, with fire)</p>	<p>Children begin to understand the safety concerns relevant to them in school and at home.</p> <p>Children have an awareness of which adults they can trust and who can help them.</p> <p>Children understand that people's bodies</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 are developing an understanding of what sort of boundaries are appropriate in a</p>	<p>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.</p> <p>Children are becoming more</p>	<p>Children have a clear understanding of safety concerns relevant to them in school and at home.</p> <p>Children understand and can identify the possible dangers and risks on the internet.</p> <p>Children have an understanding of a selection of strategies</p>	<p>Children understand what it means to give 'permission' in relationships with friends, peers and adults.</p> <p>Children have the understanding and vocabulary necessary to report concerns or a abuse.</p>	<p>Children can recognise potential dangers such as those on the road, in water, with fire and develop strategies for harm reduction in these situations.</p> <p>Children understand where help can be obtained if it is needed.</p>

		<p>and feelings can be hurt.</p> <p>Children understand the difference between secrets and surprises and the importance of not keeping adult's secrets, only surprises.</p>	<p>friendship, including in a digital context.</p> <p>Children know which adults they can trust and who can help them.</p>	<p>confident at judging what kind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and where to get help.</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>they can draw on to keep physically and emotionally safe, including using some basic techniques for resisting pressure.</p> <p>Children recognise when and how they can ask for help.</p>	<p>Children recognise risk in different situations and can make judgements about behaviour and decisions about safety.</p> <p>Children recognise that some actions have greater consequences than others.</p> <p>Children are beginning to anticipate consequences and calculate risks.</p>	
Me and living in the wider world	Children can demonstrate how to contribute to the life of the classroom.	Children have an understanding of democracy. Children recognise that they have a right to a fair vote.		Children can demonstrate that money comes from different sources and can be used for different purposes.	Children understand the role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices)	Children can demonstrate the role money plays in theirs/other's lives (how to manage and be a critical consumer)	Children develop an understanding of the concepts of interest, loan, debt and tax (VAT).
	<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>	Children understand how they can play a part if meeting the needs of living things and what their responsibilities in this process are.	Children can recognise what improves and harms their local, natural and built environments and some of the ways people look after them.	<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 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 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 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,</p>

