



PSHE Progression Map



Relationships and Health Education (RHE)				Boys and girls, families		Growing up and changing		Healthy Relationships
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Birth to Three</u> Engage with others through gestures, gaze and talk</p> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink</p> <p>Thrive as they develop self-assurance</p> <p>Play with increasing confidence on their own and with other children because they know their key person is nearby and available</p>	<p>Build constructive and respectful relationships</p> <p>Think about the perspectives of others</p> <p><u>ELG</u> Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Aspects are covered through other PSHE topics</p>	<p>Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils learn about the biological differences between male and female animals and their roles in the life cycle</p> <p>Pupils learn the biological differences between male and female children</p> <p>Pupils learn about growing from young to old and that they are growing and changing</p>	<p>School can decide to teach Y2 unit of work if preferred</p>	<p>Pupils learn about the way we grow and change throughout the human life cycle</p> <p>Pupils learn physical changes associated with puberty</p> <p>Pupils learn about menstruation and wet dreams</p> <p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils learn how puberty affects emotions and</p>	<p>School can decide to teach Y4 unit of work if preferred</p>	<p>Pupils learn about the changes that occur during puberty</p> <p>Pupils learn to consider different attitudes and values around gender stereotyping sexuality and consider their origin and impact</p> <p>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils learn about human reproduction in the context of</p>



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	<p>Develop friendships with other children</p> <p>Three to Four Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p>			<p>Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils learn about different types of family and how their home-life is special</p> <p>Social Skill: To tie my own shoelace</p> <p>Social Skill: To give a meaningful compliment</p> <p>Social Skill: To keep my belongings safe in school</p>		<p>behaviour and strategies for dealing with this</p> <p>Pupils learn to answer each other's questions about puberty with confidence to seek support and advice when they need it</p> <p>Debate: The lives of people are more important than the lives of animals. Do you agree?</p> <p>Social Skill: To demonstrate an understanding of how my behaviour affects others</p> <p>Social Skill: To independently compromise and manage conflicts</p>		<p>the human life cycle</p> <p>Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils learn about roles and responsibilities of parents and carers</p> <p>Pupils learn to answer each other's questions about sex and relationships with confidence where to find support and advice when they need it</p> <p>Optional additional lesson 1: Pupils learn some myths and misconceptions about HIV who it affects and how it can and cannot be transmitted</p>
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								<p>Optional Additional lesson 2: Pupils learn that contraception can be used to stop the baby being conceived</p> <p>Social Skill: To be able to plan and cook a healthy meal on a tight budget</p> <p>Social Skill: To set a table for a special occasion</p> <p>Debate: Should children be taught RSE in primary school?</p>
Vocabulary	<p>goodbye</p> <p>good morning</p> <p>happy</p> <p>hello</p> <p>pronoun (he/she/him/her/they/them)</p> <p>sad</p>	<p>friend</p> <p>kind</p> <p>listen</p> <p>please</p> <p>thankyou</p>		<p>care</p> <p>changing</p> <p>family</p> <p>female</p> <p>growing</p> <p>male</p> <p>old</p> <p>penis</p> <p>reproduction</p> <p>vagina</p> <p>young</p>		<p>behaviour</p> <p>grooming</p> <p>hygiene</p> <p>individual</p> <p>menstruation</p> <p>physical - change</p> <p>puberty</p> <p>relationships</p> <p>wet dream</p> <p>young adult</p>		<p>contraception</p> <p>friendship</p> <p>gender</p> <p>intimate</p> <p>media</p> <p>organs</p> <p>puberty</p> <p>relationship</p> <p>reproduction</p> <p>roles and responsibilities</p> <p>stereotype</p>



PSHE Progression Map



Drug, Alcohol and Tobacco Education (DATE)			What do we put into and onto our bodies	Medicines and Me	Tobacco is a drug	Making choices	Different influences	Weighing up risk
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	X	X	<p>Pupils learn about what can go into bodies and how it can make people feel</p> <p>To learn about what can go on to bodies and how it can make people feel</p> <p>Social Skill: To take care of my own personal hygiene. For example, changing clothes, cleaning teeth and washing hands.</p>	<p>Pupils learn why medicines are taken</p> <p>Pupils learn where medicines come from</p> <p>Pupils learn about keeping themselves safe around medicines</p> <p>Social Skill: To learn to be grateful for the things that we have</p>	<p>Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</p> <p>Pupils learn about the effects and risks of smoking tobacco and second hand smoke</p> <p>Pupils learn about the help available for people to remain smoke free or stop smoking</p> <p>Pupils know that medicines can be used to manage and treat conditions such as</p>	<p>Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p>Pupils learn about the effects and risks of drinking alcohol</p> <p>Pupils learn about different patterns of behaviour that are related to drug use</p> <p>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is</p>	<p>Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes shisha and cannabis</p> <p>Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</p> <p>Pupils learn strategies to resist pressure from others about whether to use drugs - smoking drugs and alcohol</p> <p>Debate: Is it right that people can smoke? Should it be banned?</p>	<p>Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>Pupils learn about assessing the level of risk in different situations involving drug use</p> <p>Pupils learn about ways to manage risk in situations involving drug use</p> <p>Social Skill: To be able to take my own view in a</p>



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					<p>asthma, and that it is important to follow instructions for their use.</p> <p>Debate: Should people have to pay for their medicines, or should they be free for everybody?</p> <p>Social Skill: To be able to clean a wound and apply a plaster or ice pack</p>	<p>important to follow instructions for their use.</p> <p>Social Skill: To offer someone help or assistance</p>	<p>Social Skill: To understand what being a good citizen is</p>	<p>debate, take someone else's view, or play devil's advocate</p>
Vocabulary	X	X	<p>cream danger germs harmful healthy lotion medicine safe unsafe wash</p>	<p>caplets creams drops gels inhalers injections liquid medicine lotions lozenges safety cap tablets</p>	<p>addictive damage drug nicotine second hand smoking smoking - products (cigarettes, cigars, e-cigarettes, shisha) substance tobacco</p>	<p>addiction advice alcohol behaviour binge drinking drugs excessive habit health risks help illegal legal liquid strength support</p>	<p>actions alcohol consequence drug illegal influence law / legal media nicotine peer pressure persuade products resist risk tobacco</p>	<p>affect choice control dangerous drugs effect illegal / legal informed mental health physical health pressure reaction responsible risk substances</p>



PSHE Progression Map



					unhealthy			
Keeping Safe and Managing Risk			Feeling safe	Indoors and outdoors	Bullying – See it, say it, stop it	Playing safe	Making safer choices	Keeping safe Out and about
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Three to Four Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>ELG Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>Pupils learn about safety in familiar situations</p> <p>Pupils learn about personal safety</p> <p>Pupils learn about people who help keep them safe outside the home</p> <p>Social Skill: To offer someone help or assistance</p>	<p>Pupils learn about keeping safe in the home, including fire safety</p> <p>Peoples learn about keeping safe online, including the benefits of going online</p> <p>Pupils learn about keeping safe outside</p> <p>Pupils learn about road safety</p> <p>Debate: Everyone deserves to feel safe</p> <p>Social Skill: To be able to cross the road safely</p>	<p>Pupils learn to recognise bullying (including online) and how it can make people feel</p> <p>Pupils learn about different types of bullying and how to respond to incidents of bullying</p> <p>Pupils learn about what to do if they witness bullying</p> <p>Debate: Should people pay for an ambulance service?</p> <p>Social Skill: To know how and when to call an ambulance</p>	<p>Pupils learn how to be safe in their computer gaming habits</p> <p>Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</p> <p>Pupils learn about what to do in an emergency and basic emergency first aid procedures</p> <p>Debate: Having a phone helps to keep me safe when I'm on my own</p> <p>Social Skill: To respect differences in others</p>	<p>Pupils learn about keeping safe online</p> <p>Pupils learn how to stay safe when communicating with other people online</p> <p>Pupils learn that violence within relationships is not acceptable</p> <p>Pupils learn about problems that can occur when someone goes missing from home</p> <p>Social Skill: To know how to plan a journey on public transport</p>	<p>Pupils learn about feelings of being out and about in the local area with increasing independence</p> <p>Pupils learn about recognising and responding to peer pressure</p> <p>Pupils learn about the consequences of antisocial behaviour (including gangs and gang related behaviour)</p> <p>Additional Lesson: Pupils learn about the importance for girls to be protected against female</p>



PSHE Progression Map



								genital mutilation (FGM) Debate: Peer pressure can be beneficial to you Social Skill: To be able to negotiate a refund for an item purchased
Vocabulary	bad choice good choice rules	behaviour listen reflect right rules wrong	help imaginary - danger private body parts real danger safe unsafe	emergency hazard indoors online outdoors responsibility risk rules safe safety unsafe	bullying bystander cyberbullying online support unacceptable witness	computer games emergency emergency services environment gaming pressure risk	advice communication domestic violence influence online risks safer choices support trustworthy unsafe uncomfortable	anti-social behaviour assumption consequences empathy independence law peer pressure risk
Mental Health and Emotional Wellbeing			Feelings	Friendships	Strengths and challenges		Dealing with feelings	Healthy minds
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Birth to Three</u> Find ways to calm themselves, through being calmed and comforted by their key person	Explore their feelings and consider the feelings of others Identify and moderate their own feelings socially and emotionally	Pupils learn about different types of feelings Pupils Learn about managing different feelings	Pupils learn about the importance of special people in their lives Pupils learn about making friends and who can help with friendships	Pupils learn about celebrating achievements and setting personal goals Pupils learn about dealing with put downs	Covered in RSE topic	Pupils learn about a wide range of emotions and feelings and how these are experienced in the body Pupils learn about times of	Pupils learn what mental health is Pupils learn about what can affect mental health and some ways of dealing with this



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	<p>Find ways to manage transitions. For example from their parent to their key person</p> <p>Thrive as they develop self-assurance</p> <p>Feel strong enough to express a range of emotions.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p>	<p>ELG</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p>	<p>Pupils learn about change or loss and how this can feel</p> <p>Social Skill: To say sorry with meaning</p>	<p>(on and offline)</p> <p>Pupils learn about solving problems that might arise with friendships (on and offline)</p> <p>Debate: What is the best way to deal with bullying?</p> <p>Social Skill: To discuss positively my own and other people's cultures</p>	<p>Pupils learn about positive ways to deal with setbacks</p> <p>Debate: Should you always be honest with your friends? Is it okay to lie to your friends?</p> <p>Social Skill: To understand different emotions and how to manage them</p>		<p>change and how this can make people feel</p> <p>Pupils learn about the feelings associated with loss, grief and bereavement</p> <p>Debate: Should there be professional support for bereavement in schools? E.g., school therapist</p> <p>Social skill: To volunteer 30 minutes of your time around the school</p>	<p>Pupils learn about some everyday ways to look after mental health</p> <p>Pupils learn about the stigma and discrimination that can surround mental health</p> <p>Social Skill: To understand the importance of punctuality</p> <p>Debate: Should Y6 children wear a different coloured uniform?</p>
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PSHE Progression Map



	<p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Three to Four Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>							
Vocabulary	angry because feeling happy help my turn need sad wait worried your turn	behaviour calm confused hurt rules tidy up turn taking upset wait	body emotions feelings help manage reaction	excluded friendship problems resolved special	achievement attributes control goals put down set back skills special strength		bereavement conflicting emotion grief negative positive situation	advice affected discrimination health mental health negative positive state stigma stress support



PSHE Progression Map



Physical Health and Wellbeing			Fun times	What keeps me healthy?	What helps me choose?	What is important to me?	In the media	
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Birth to Three</u> Safely explore emotions beyond their normal range through play and stories.</p> <p>Learn to use the toilet with help, and then independently.</p> <p><u>Three to Four</u> Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink,</p>	<p>Manage their own needs – personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p><u>ELG</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and</p>	<p>Pupils learn about food that is associated with special times, in different cultures</p> <p>Pupils learn about active playground games from around the world</p> <p>Pupils learn about sun safety</p> <p>Social Skill: To use the phrase "Please may I..."</p> <p>Social Skill: To hold the door to allow others through it</p>	<p>Pupils learn about eating well</p> <p>Pupils learn about the importance of physical activity, sleep and rest</p> <p>Pupils learn about how germs are spread, how we can prevent them spreading</p> <p>Pupils learn about people who help us to stay healthy and well</p> <p>Debate: Should people be made to eat healthily because it is</p>	<p>Pupils learn about making healthy choices about food and drinks</p> <p>Pupils learn about how branding can affect what foods people choose to buy</p> <p>Pupils learn about keeping active and some of the challenges of this</p> <p>Debate: Children should do 30 minutes of physical activity a day</p> <p>Social Skill: To understand the importance of a healthy</p>	<p>Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</p> <p>Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p> <p>Children learn about the importance of getting enough sleep</p> <p>Debate: Should all primary age children be</p>	<p>Pupils learn that messages given on food adverts can be misleading</p> <p>Pupils learn about role models</p> <p>Pupils learn about how the media can manipulate images and that these images may not reflect reality</p> <p>Debate: Is it right that companies advertise foods that are unhealthy?</p> <p>Social Skill: To be able to use most kitchen appliances safely</p>	<p>Healthy eating and physical activity covered in Yr6 mental health and emotional wellbeing: Healthy minds</p>



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	activity and toothbrushing.	understanding the importance of healthy food choices	without being asked	good for them? Social Skill: To be able to wash and dry up	lifestyle (including sleep, exercise and water)	made to go to bed at 7pm? Social Skill: To spend time with a different person from your class		
Vocabulary	clean dirty dry hands healthy soap teeth toilet unhealthy wash	exercise fruits healthy safety sleep unhealthy vegetables wash	celebration culture customs dislike games like play protect special sun safety	active diet healthy hygiene mental health oral health physical physical health unhealthy vaccination	active choice cost healthy unhealthy influence packaging products taste value for money	consumer cultural diet farmed health influence moral option produced religious screen time sleep	advert consumer influence marketing manipulate media misleading role model	
Careers, Financial Capability and Economic Wellbeing			My money		Saving, spending and budgeting		Borrowing and earning	
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Three to Four Show an interest in different occupations	Name and describe people who are familiar to them ELG Talk about the lives of the people around them and their roles in society	Pupils learn about where money comes from and making choices when spending money Pupils learn about saving money and	No specific unit of work for this year group	Pupils learn about what influences people's choices about spending and saving money Pupils learn how people can keep track of their money	No specific unit of work for this year group	Pupils learn that money can be borrowed but there are risks associated with this Pupils learn about enterprise Pupils learn what influences	No specific unit of work for this year group



PSHE Progression Map

			<p>how to keep it safe</p> <p>Pupils learn about the different jobs people do</p> <p>Debate: Footballers earn too much money</p> <p>Social Skill: To prepare food (egg sandwich/fruit) safely and cleanly for a class picnic</p>		<p>Pupils learn about the world of work</p> <p>Debate: What should happen to someone who borrows money but can't pay it back?</p> <p>Debate: Should pocket money be saved until aged 18?</p>		<p>people's decisions about careers</p> <p>Debate: Is it right for the government to give money to people who are poor/people who do not have a job?</p> <p>Social Skill: To be able to challenge others politely</p>	
Vocabulary	dentist doctor firefighter job nurse paramedic police officer vet	dentist doctor emergency fire service hairdressers job nurse paramedic police officer shop staff teacher vet	benefit borrow earn jobs money presents save		budget job manufacturer occupation persuade pressure record saving skills spend value for money		borrow debt earn enterprise job satisfaction manageable purchase support unmanageable	
Identity, Society and Equality			Me and others		Celebrating Difference	Democracy	Stereotypes, Discrimination and Prejudice	Human Rights
	2YO/Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



PSHE Progression Map



	<p>Birth to Three Establish their sense of self</p> <p>Express preference and decisions. They also try new things and establishing their autonomy</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Notice and ask questions about differences,</p>	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>ELG Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge</p>	<p>Pupils learn about what makes themselves and others special</p> <p>Pupils learn about roles and responsibilities at home and in school</p> <p>Pupils learn about being cooperative with others</p> <p>Debate: Is honesty important?</p> <p>Social Skill: To understand some ways to resolve an argument</p>	<p>Friendship is covered in Mental Health and Emotional Wellbeing</p> <p>Caring for others and different families in RSE</p>	<p>Pupils learn about valuing the similarities and differences between themselves and others</p> <p>Pupils learn about what is meant by community</p> <p>Pupils learn about belonging to groups</p> <p>Debate: Children should do 30 minutes of volunteer work at school</p> <p>Social Skill: To know my own full name, date of birth, address and telephone number</p>	<p>Pupils learn about Britain as a democratic society</p> <p>Pupils learn about how laws are made</p> <p>Pupils learn about the local council</p> <p>Debate: Should children be able to vote for the government?</p> <p>Social Skill: To be active in a local campaign e.g., school councillor, science ambassador, eco squad etc</p>	<p>Pupils learn about stereotyping, including gender stereotyping</p> <p>External Workshop from Equaliteach or Diversity Role Models - Introduce concepts relating to prejudice and discrimination and the importance of recognising and celebrating our differences including the LGBTQ+ community.</p> <p>Pupils learn about prejudice and discrimination and how this can make people feel (incl. homophobia)</p> <p>Debate: Should men be paid</p>	<p>Pupils learn about people who have moved to Islington from other places (including the experience of refugees)</p> <p>Pupils learn about human rights and the UN Convention on the Rights of the Child</p> <p>Pupils learn about homelessness</p> <p>Debate: Migration: Should the government allow more people to move to Britain from other countries?</p>
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PSHE Progression Map



	<p>such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>Three to Four Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p>						<p>more than women for doing the same job?</p> <p>Social Skill: To be able to articulate an opinion on current affairs</p>	
Vocabulary	birthday celebration family friend library me myself people religion school	culture difficult dislikes family help interests likes mistakes problem solve support	behaviour community environment different helpful responsibility similar special unhelpful		age belief community culture diverse family gender negative opposition positive	budget community council democratic elections government influence organisations political parties society	discrimination -homophobic -sexist -disablist -racist -transphobic gender identity prejudice stereotype	accommodation charities circumstances empathy homeless human rights migration organisations refugees responsibility



PSHE Progression Map



	special				value	voting		
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