



PSHE - Whole-School Curriculum Progression Map



PSHE UNIT	EYFS	KS1		KS2			
	Nursery and Reception <small>(PSHE is in addition to EYFS curriculum areas)</small>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	I can talk about similarities and differences from my friends and how that is OK. I can begin working on recognising and managing my feelings, identifying different ones and the causes these can have. I can talk about working with others and why it is good to be kind and use gentle hands. I can discuss children's rights, especially linked to the right to learn and the right to play. I can talk about what it means to be responsible.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.
Greater Depth		I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.	I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.	I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share. I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.

<p>Celebrating Differences</p>	<p>I can think about things I am good at whilst understanding that everyone is good at different things. I can talk about being different and how that makes everyone special but also recognising that we are the same in some ways. I can talk about my homes and will explain why it is special to me. I can talk about friendship and how to be a kind friend and how to stand up for myself if someone says or does something unkind to me</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
<p>Greater Depth</p>		<p>I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>	<p>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.</p>	<p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>	<p>I can explain how first impressions can be misleading. I can appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.</p>	<p>I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value</p>	<p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration. I can express my own attitudes towards people who are different and empathise with their circumstances.</p>
<p>Dreams & Goals</p>	<p>I can talk about challenges and facing up to them. I can discuss not giving up and trying until I have achieved my goal. I can begin to think about jobs that I might like to have when I am older and will associate what I learn now with being able to have the job I want. I can talk about achieving goals and the feelings linked to this.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.</p>

Greater Depth		<p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>	<p>I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.</p> <p>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.</p>	<p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p> <p>I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.</p>	<p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>I can explain why being resilient /having a positive attitude contributes to having greater chance of success.</p>	<p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p> <p>I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.</p>	<p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p> <p>I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p>
Healthy Me	<p>I can name some key parts of my body as well as talk about how to stay healthy. I can talk about food and that some foods are healthier than others. I can discuss the importance of sleep and what I can do to help get to sleep. I can talk about hand washing and why it is important. I can talk with my class about discuss stranger danger and what we should do if approached by someone we don't know.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
Greater Depth		<p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p>	<p>I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.</p>	<p>I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom and how to make a call to emergency services.</p> <p>I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.</p>	<p>I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.</p>	<p>I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse.</p> <p>I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.</p>	<p>I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p>

<p style="text-align: center;">Relationships</p>	<p>I can talk about families and the different roles people can have in a family. I can explore my friendships and know what makes a good friend. I can use simple strategies to mend friendships.</p> <p>The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
<p style="text-align: center;">Greater Depth</p>		<p>I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.</p>	<p>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.</p>	<p>I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens.</p> <p>I can express a sense of the responsibility we have for each other because of these connections.</p>	<p>I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.</p>	<p>I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.</p>	<p>I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.</p>
<p style="text-align: center;">Changing Me</p>	<p>I can name body parts and list functions of some of the main parts of the body. I can talk about how bodies change as we get older in lots of different ways. I can understand that change can bring about positive and negative feelings, and that sharing these can help. I can consider the role that memories can have in managing change.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</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 recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

Greater Depth		<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>	<p>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy.</p> <p>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.</p>	<p>I can describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.</p> <p>I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.</p>	<p>I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this.</p> <p>I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes.</p> <p>I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.</p>	<p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p>	<p>I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth.</p> <p>I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.</p>