

PSHE Progression



	Nursery Development Matters	Reception – Development Matters	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TEAM (Together Everyone Achieves More)	Develop their sense of responsibility and membership of a community. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Build constructive and respectful relationships; Think about the perspectives of others;	If a team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. Children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.		If a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.	If a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.	The positive qualities of a team, learning how to disagree respectfully and communicate effectively. It looks at the key qualities and skills needed for a team to be successful. The lessons address collaborative learning and teach children how to compromise to ensure a group task is completed successfully. The unit ends by addressing the importance of caring for team members and the shared responsibilities a team has.	
Money matters/Living in the wider world			Children think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need.		Children think about where money comes from and how it can be used. Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to discuss the difference between things we want, things we need and how to prioritise our spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.		Children think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. Having learned about ways we can spend money, children will also learn about budgeting and discuss what happens if people cannot afford what they need to buy. Through this unit of learning, children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax.	
It's my body		Manage their own needs; Know and talk about the different factors that support their overall health and wellbeing:	Choices that children can make about looking after their bodies. Children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances.		Choices children can make about looking after their bodies. Making safer choices about their bodies: sleep and exercise, diet, cleanliness and the difference between		Children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning	

		regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine	Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.		medicines, legal and illegal drugs. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.		about substances which are harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have and learn about the support that is available to them.	
Be Yourself	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	See themselves as a valuable individual; Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	Having confidence to "be yourself" can have a positive impact on mental health and emotional well-being. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.		It is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes and the importance of learning from these.		We are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. It will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.	
Britain	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Talk about members of their immediate family and community; Understand that some places are special to members of their community;	Individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.		We live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the importance of being tolerant of differences within their society.		Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.	

Aiming High	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. Show interest in different occupations.	Show resilience and perseverance in the face of challenge. See themselves as a valuable individual.	Having high aspirations. Having positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.		Achievements, aspirations and opportunities. Discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. In doing this we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.		Achievements, aspirations and opportunities. Discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.	
Think Positive	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Express their feelings and consider the feelings of others; Show resilience and perseverance in the face of challenge; Identify and moderate their own feelings socially and emotionally		Children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.		What have children already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.		Help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as: the links between our thoughts, feelings and emotions; making good choices; mindfulness and applying a growth mindset approach to life.
Safety First		Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'; being a safe pedestrian		Children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about knowing that what is inside their underwear is private and that there are good and bad secrets. Children will also learn about people who help them and how to get help when needed, as well as their		Children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. Children will look at e-Safety, considering what should never be shared and how to		Children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at e-Safety in detail, including social media, considering what should

				growing responsibility for their own safety.		report any concerns about online incidents.		never be shared and how to report any concerns with incidents online.
VIPs (Very Important Persons)	Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Talk about members of their immediate family and community.		VIPs in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.		Relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these. There will be an additional lesson in this unit called Relationships and Families, where children will learn about different relationships and family structures (Growing up Lesson 5)		Focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.
One World	Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people.	Describe what they see, hear and feel whilst outside. Recognise some similarities and differences between life in this country and life in other countries.		We can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.		Case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations which help people like Chiwa. They will also learn about how to be a good global citizen.		We all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things through the choices we make. It aims to enable the children to explore ideas of sustainability, the use of earth's natural resources and the harmful effects of global warming. In this unit the children also learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.
Growing Up				How we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies,				Developing children's knowledge of the types of relationships that people have. They will learn about body image as well as emotional and physical changes during puberty. Lesson 1 will be adapted;

				<p>keeping their bodies safe and sharing their feelings in response to life experiences. They will learn the scientific names for the main parts of boys' and girls' bodies (these will be used in Y5 in the context of puberty).</p>				<p>Lessons 5 and 6 will not be taught.</p>
Respecting Rights	<p>Understand gradually how others might be feeling.</p>	<p>Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others. Build constructive and respectful relationships.</p>		<p>We should all be rights-respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.</p>		<p>Living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.</p>		<p>We can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help the children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions which respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.</p>