



PSHE Progression Map

EYFS

EYFS will follow the PATHS program:

Unit 1: Fostering positive Classroom Climate (4 lessons) - Linking into Relationships strand of our program of study

Unit 2: Basic Feelings 1 (5 lessons) – Linking into Health and Wellbeing strand of our program of study

Unit 3: Basic Feelings 2 (4 lessons) – Linking into Health and Wellbeing strand of our program of study

Unit 4: Self Control (6 lessons) – Linking into Health and Wellbeing strand of our program of study

Unit 5: Sharing, Caring and Friendship (5 lessons) - Linking into Relationships strand of our program of study

Final Unit: PATHS wrap up (4 lessons) – A final review of the PATHS scheme of work

Healthy and respectful relationships	What respectful behaviour looks like	Consent	Gender roles, stereotyping, equality
Body confidence and self-esteem	Prejudiced behaviour	Sexual violence and sexual harassment are always wrong	Addressing cultures of sexual harassment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	<p>What helps us stay healthy?</p> <p>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <p>that things people put into or onto their bodies can affect how they feel</p> <p>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p>	<p>What helps to keep us safe?</p> <p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p>	<p>What keeps us safe?</p> <p>how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <p>how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>how everyday health and hygiene rules and routines help people stay safe and healthy (including how to</p>	<p>What strengths, skills and interests do we have?</p> <p>how to recognise personal qualities and individuality</p> <p>to develop self-worth by identifying positive things about themselves and their achievements</p> <p>how their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>how to set goals for themselves</p> <p>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p> <p>PoS refs: H27, H28, H29, L25</p> <p>How can we manage our feelings?</p>	<p>What makes up our identity?</p> <p>how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p>	<p>How can we keep healthy as we grow?</p> <p>how mental and physical health are linked</p> <p>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>how to make choices that support a healthy, balanced lifestyle including:</p> <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that

<p>PoS refs: H1, H5, H6, H7, H10, H37</p> <p>Who helps to keep us safe?</p> <p>that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</p> <p>how to respond safely to adults they don't know</p> <p>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</p> <p>how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p>	<p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p> <p>What can help us grow and stay healthy?</p> <p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>that eating and drinking too much sugar can affect their health, including dental health</p> <p>how to be physically active and how much rest and sleep they should have everyday</p> <p>that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>how sunshine helps bodies to grow and how</p>	<p>manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</p> <p>what to do in an emergency, including calling for help and speaking to the emergency services</p> <p>PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p> <p>Why should we eat well and look after our teeth?</p> <p>how to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p>	<p>how everyday things can affect feelings</p> <p>how feelings change over time and can be experienced at different levels of intensity</p> <p>the importance of expressing feelings and how they can be expressed in different ways</p> <p>how to respond proportionately to, and manage, feelings in different circumstances</p> <p>ways of managing feelings at times of loss, grief and change</p> <p>how to access advice and support to help manage their own or others' feelings</p> <p>PoS refs: H17, H18, H19, H20, H23</p> <p>How will we grow and change?</p> <p>about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p>	<p>how to challenge stereotypes and assumptions about others</p> <p>PoS refs: H25, H26, H27, R32, L9</p> <p>How can we help in an accident or emergency?</p> <p>how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>that if someone has experienced a head injury, they should not be moved</p> <p>when it is appropriate to use first aid and the importance of seeking adult help</p> <p>the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p> <p>PoS refs: H43, H44</p> <p>How can drugs common to everyday life affect life?</p>	<p>support good quality sleep</p> <p>» how to manage the influence of friends and family on health choices that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <p>how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</p> <p>how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>What is the same and different about us?</p> <p>What they like / dislike and are good at</p> <p>What makes them special and how everyone has different strengths</p> <p>How their personal features or qualities are unique to them</p> <p>How they are similar or different to others and what they have in common</p> <p>To use the correct names for the main parts of the body including external genitalia and that parts of the body covered with underwear are private</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<p>What makes a good friend?</p> <p>how to make friends with others</p> <p>how to recognise when they feel lonely and what they could do about it</p> <p>how people behave when they are being friendly and what makes a good friend</p> <p>how to resolve arguments that can occur in friendships</p> <p>how to ask for help if a friendship is making them unhappy</p> <p>PoS refs: R6, R7, R8, R9, R25</p> <p>What is bullying?</p> <p>how words and actions can affect how people feel</p>	<p>How can we be a good friend?</p> <p>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>how to recognise if a friendship is making them unhappy, feel uncomfortable or</p>	<p>How do we treat each other with respect?</p> <p>how people's behaviour affects themselves and others, including online</p> <p>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>about the relationship between rights and responsibilities</p> <p>about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p> <p>the rights that children have and why it is important to protect these</p>	<p>How can friends communicate safely?</p> <p>about the different types of relationships people have in their lives</p> <p>how friends and family communicate together; how the internet and social media can be used positively</p> <p>how knowing someone online differs from knowing someone face-to-face</p> <p>how to recognise risk in relation to friendships and keeping safe</p> <p>about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>how to respond if a friendship is making them feel worried,</p>	<p>What will change as we become more independent? / How do relationships change as we grow?</p> <p>that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p> <p>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p>

	<p>Who is special to us?</p> <p>that family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>about the different people in their family / those that love and care for them</p> <p>what their family members, or people that are special to them, do to make them feel loved and cared for</p> <p>how families are all different but share common features – what is the same and different about them</p> <p>about different features of family life, including what families do / enjoy together</p> <p>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<p>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>how to respond if this happens in different situations</p> <p>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<p>unsafe and how to ask for support</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p> <p>What are families like?</p> <p>how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>how people within families should care for each other and the different ways they demonstrate this</p> <p>how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<p>that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<p>unsafe or uncomfortable</p> <p>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<p>how puberty relates to growing from childhood to adulthood</p> <p>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</p> <p>that there are ways to prevent a baby being made²</p> <p>how growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>how friendships may change as they grow and how to manage this</p> <p>how to manage change, including moving to secondary school;</p> <p>how to ask for support or where to seek further information and advice regarding growing up and changing</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the Wider World	<p>What can we do with money?</p> <p>what money is - that money comes in different forms</p> <p>how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>how people make choices about what to do with money, including spending and saving</p> <p>the difference between needs and wants - that people may not always be able to have the things they want</p> <p>how to keep money safe and the different ways of doing this</p> <p>PoS refs: L10, L11, L12, L13</p>	<p>What jobs do people do?</p> <p>how jobs help people earn money to pay for things they need and want</p> <p>about a range of different jobs, including those done by people they know or people who work in their community</p> <p>how people have different strengths and interests that enable them to do different jobs</p> <p>how people use the internet and digital devices in their jobs and everyday life</p> <p>PoS refs: L15, L16, L17, L7, L8</p>	<p>What makes a community?</p> <p>how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>what is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>how the community helps everyone to feel included and values the different contributions that people make</p> <p>how to be respectful towards people who may live differently to them</p> <p>PoS refs: R32, R33, L6, L7, L8</p>	<p>How can our choices make a difference to others and the environment?</p> <p>how people have a shared responsibility to help protect the world around them</p> <p>how everyday choices can affect the environment</p> <p>how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p>	<p>What decisions can people make with money?</p> <p>how people make decisions about spending and saving money and what influences them</p> <p>how to keep track of money so people know how much they have to spend or save</p> <p>how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <p>how to recognise what makes something 'value for money' and what this means to them</p> <p>that there are risks associated with money (it can be won, lost or</p>	<p>How can the media influence people?</p> <p>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>how text and images can be manipulated or invented; strategies to recognise this</p>

	<p>How can we look after each other and the world?</p> <p>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>the responsibilities they have in and out of the classroom</p> <p>how people and animals need to be looked after and cared for</p> <p>what can harm the local and global environment; how they and others can help care for it</p> <p>how people grow and change and how people's needs change as they grow from young to old</p> <p>how to manage change when moving to a new class/year group</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L2, L3</p>			<p>how to show care and concern for others (people and animals)</p> <p>how to carry out personal responsibilities in a caring and compassionate way</p> <p>PoS refs: L4, L5, L19, R34</p>	<p>stolen) and how money can affect people's feelings and emotions</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p> <p>What jobs would we like?</p> <p>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>that some jobs are paid more than others and some may be voluntary (unpaid)</p> <p>about the skills, attributes, qualifications and training needed for different jobs</p> <p>that there are different ways into jobs and careers, including college, apprenticeships and university</p> <p>how people choose a career/job and what influences their decision, including skills, interests and pay</p> <p>how to question and challenge stereotypes</p>	<p>to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>to recognise unsafe or suspicious content online and what to do about it</p> <p>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</p> <p>how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>to discuss and debate what influences people's decisions,</p>
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