Progression of PSHE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Developing a healthy, safer lifestyle	Children can explain ways of keeping clean. They can name the main parts of the body. They can explain that people grow from young to old. Children can talk about good and not so good feelings, They can talk about change and loss and the associated feelings (moving house, losing toys).	Children can explain about people who look after them, who to go to if they are worried. Children can talk about growing and changing They can think about themselves, learn from their experiences, recognising and celebrating their strengths and set simple but challenging goals.	Children can make simple choices about some aspects of their health and well-being. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations Children recognise they share a responsibility for keeping themselves and others safe. They can explain ways diseases are spread and can be controlled and the responsibilities.	Children know school rules about health and safety, basic emergency aid procedures, where andhow to get help. Children can make choices about how to develop healthy lifestyles . They can identify some factors that affect emotional health and well-being.	They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. Children can understandthe term 'habit' and why these can be hard to change and differentiate between the terms 'risk,danger and hazard'.	Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones). They can talk about the importance of protectingpersonal information (passwords/images). They can recognise theirincreasing independencebrings increased responsibility to keep themselves and others safe. They understand that bacteria and viruses can affect health and that following simple routines can reduce the spread.	Pupils can explain howtheir body will change as they approach and move into puberty. They can talk about human reproduction including conception (and that this can beprevented). They can recognise some strong emotionsand identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce). They demonstrate respect for differencesbetween people.
Developing good relationships and respecting the differences between people	Children recognise what is fair/unfair, kind/unkind, right/wrong.	They can recognise the effect of their behaviour on other people, and can cooperate with others.	Share their opinions on things that matter to them with one other person/class.	Children can explain how their actions have consequences for themselves and others.	They can identify different types of relationship and can show ways to maintain good relationships.	Children can respond to, or challenge, negative behaviours . They can describe some of the different beliefs	Pupils can recognise difference and diversity and can demonstrate understanding and empathy towards

	The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise. Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to unsafe touch (including who to tell and how to tell).	They can identify and respect differences and similarities between people.	To offer constructive support/feedback to others.	Children to judge whatkind of physical contact is acceptable or unacceptable and to be aware of different types of use, how to respond and get help. The concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'.	They can recognise and discuss the importance of relationships to marriage, parenthood and family life.	and values in society, and can demonstrate respect and tolerance towards people differentfrom themselves. Children will identify differences between male and female. Identify how people change and grow and what makes us special.	others who live their lives in different ways. They can assertively challenge prejudice and discrimination. Children will be able to identify the emotional and physical changes thattake place during puberty. They will be able to identify positive relationships and howbabies are made.
3. Living in the wider world and being a responsible person.	Children can construct and agree to follow group and class rules and understand how these help them. They understand that living things have needs and that they have responsibilities to meet them.	Children understand they belong to various groups and communities (family,school, faith). They can recognize what improves and harms their local, natural and built environments and	Children can demonstrate that money comes from different sources and can be used for different purposes. They understand the role money plays in their lives. Children understand there are a wide	Children understand what being part of a community means, and about local and national intuitions thatsupport communities.	Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. Resolve differences bylooking at alternatives,seeing and respecting	Children can demonstrate the role money plays in their/other's lives. Develop an understanding of the concepts of interest, loan, debt and tax. Children will be aware of internet dangers and what children can do to	Children understand possible routes to different careers and be able to set goals towards these aspirations. They understand 'enterprise' and skillsthat make someone enterprising.

		some of the ways people look after them.	range of jobs and challenge gender stereotypes about careers.		others' point of view, making decisions and explaining choices.	keep themselves and others safe.	