



Curriculum Progression Map - PSHRE



Year group		<p>Key skills and 'sticky' knowledge</p> <p>Relationships</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse How to respond to risky or negative relationships and ask for help How to respect equality and diversity in relationships. 	Key vocabulary	<p>Links to curriculum drivers</p> <p>VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)</p>
F1	After 1 term in F1	<ul style="list-style-type: none"> I can play alongside others. I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious. 	Family Mummy Daddy Sister Brother Grandma Grandad Friend Play Together Kind Nice Take turns	Culture Bag - Diversity and Vocabulary
	After 2 terms in F1	<ul style="list-style-type: none"> I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. I am interested in others' play and start to join in. I seek out others to share experiences. I may form a special friendship with another child. I can show affection and concern for people who are special to me. 		
	By the end of F1	<ul style="list-style-type: none"> I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. I can initiate play, offering cues to peers to join me. I can keep play going by responding to what others are saying or doing. I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can initiate play, offering cues to my friends to join me. I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 	Care Kindness Auntie Uncle Cousin Respect Share Solve Explain Same Different	Culture Box - Diversity and Vocabulary Kindness Award - Vocabulary and Aspiration
	After 2 terms in F2	<ul style="list-style-type: none"> I start conversations, attend to and take account of what others say. I can explain my own knowledge and understanding, and ask appropriate questions of others I can take steps to resolve conflicts with other children, e.g. finding a compromise. I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. 		
	By the end of F2	<ul style="list-style-type: none"> I can play co-operatively, taking turns with others. I can take account of another's ideas about how to organise an activity. I can show sensitivity to others' needs and feelings and form positive relationships with adults and other children. 		

Year 1	<ul style="list-style-type: none"> Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. 	Happy, sad, angry, cross, upset, jealous, excited, surprised, shocked, joyful	School values Assemblies Circle time/milk time/story time
Year 2	<ul style="list-style-type: none"> Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals. 	Boys, girls and families: Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vagina, penis, growing, changing.	
Year 3	<ul style="list-style-type: none"> Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. 	Similar, different, male, female, honesty, mutual respect, care, British values, understanding, beliefs, faith, tolerance, individual, self-worth	History - Class debate on Robin Hood (Autumn 2) Geography- Class debate on Volcanoes (Summer 1)
Year 4	<ul style="list-style-type: none"> They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems. 	Growing up and changing: Baby, toddler, school aged, teenager, adult, elder, Age, difference, physical changes, puberty, reproduction, periods, sperm, egg, hygiene, Anxious, Lifecycle Grow, Change Strategies, Emotions Relationships, Support, Advice, respect, compromise,	Computing- online safety and managing relationships with friends online
Year 5	<ul style="list-style-type: none"> They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. 	Relationships, puberty, coping mechanisms, teenager, differences, growing, emotional, physical, thoughts, feelings, values, healthy, behaviour,	Science study of human lifecycle

		responsibilities, attitudes.	
Year 6	<ul style="list-style-type: none"> They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. 	Healthy relationships / how a baby is made: Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice.	DARE Links with banks (Natwest)

Year group	Key skills and 'sticky' knowledge Health and Wellbeing Pupils should be taught: <ol style="list-style-type: none"> 1. What is meant by a healthy lifestyle 2. How to maintain physical, mental and emotional health and wellbeing 3. How to manage risks to physical and emotional health and wellbeing 4. Ways of keeping physically and emotionally safe 	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
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		5. About managing change, including puberty, transition and loss 6. How to make informed choices about health and wellbeing and to recognise sources of help with this. 7. How to respond in an emergency 8. To identify different influences on health and wellbeing		
F1	After 1 term in F1	<ul style="list-style-type: none"> I have my own likes and dislikes in food and drink. I am willing to try new food textures and tastes. I can hold a cup with both hands and drink without much spilling. I can clearly communicate my need for the toilet. I can show a desire to help with dressing/ undressing and hygiene routines. 	Healthy Fruit Vegetables Milk Water	Health and Wellbeing - Knowledge of how to keep healthy Aspiration - Visits from dentist, optician, fire officers, police officers
	After 2 terms in F1	<ul style="list-style-type: none"> I am beginning to be independent in self-care, but still often need adult support. I can feed myself competently with a spoon. I can drink well without spilling. 	Wash Dry Soap Clean Germs	
	By the end of F1	<ul style="list-style-type: none"> I can tell adults when I am hungry or tired or when I want to rest or play. I understand that equipment and tools have to be used safely. I can usually manage washing and drying hands. 	Hungry Tired Exercise Help	
F2	After 1 term in F2	<ul style="list-style-type: none"> I can tell adults when I'm hungry or tired or when I want to rest or play. I understand that equipment and tools have to be used safely. I can usually manage washing and drying hands. I am dry and clean during the day. 	Healthy Unhealthy Fruit Vegetables	Health and Wellbeing - Knowledge of how to keep healthy Aspiration - Visits from dentist, optician, fire officers, police officers
	After 2 terms in F2	<ul style="list-style-type: none"> I can choose to eat a healthy range of foodstuffs and understand the need for variety in food. I can show some understanding about good practices with regard to exercise, eating, sleeping and hygiene. I can show understanding of the need for safety when tackling new challenges and consider and manage some risks. I can dress and undress independently. I can talk about some things that I have learnt to do since I was a baby and say what I would like to do as I get older. 	Meat Milk Water Thirsty Germs Clean Exercise Fit	
	By the end of F2	<ul style="list-style-type: none"> I know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. I manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. I know some people that can help me in different situations. 	Heart Beat Blood Pump Suncream Safely Careful	
Year 1		<ul style="list-style-type: none"> Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. 	Wash, brush, clean, daily, teeth, hands, face body parts, grow baby toddler child teenager adult	Science - growth (Summer 1), What makes us human? - Autumn 1
Year 2		<ul style="list-style-type: none"> Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. 	Medicine, healthy, pharmacy, doctor, safety, asthma, instructions.	

	<ul style="list-style-type: none"> Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. 	Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines	
Year 3	<ul style="list-style-type: none"> Children can make choices about how to develop healthy lifestyles. 	Drug, tobacco, smoking, second-hand smoke, smoke free, medicine, harmful, asthma, instructions. Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions Feelings, Care, Conflict Qualities impact mental health Celebrate, Goals, Positive	<p>CASE- discussion of drugs, smoking etc and what choices would be best to make in role play scenarios.</p> <p>Science- Animals including humans (Summer 2).</p>
Year 4	<ul style="list-style-type: none"> They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them. 	Caffeine, alcohol, tobacco, nicotine, alcohol, risk, habit, addiction, age restrictions. Drugs, Legal, Illegal Prescribed, Harmful Substances, Heart Lungs, Brain, Stomach Peer pressure, Medicine Behaviour, Drug use	Science- Digestive system
Year 5	<ul style="list-style-type: none"> They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations. 	Mental health, mood, feelings, mind, strategies, support stigma discrimination	Links to online safety looking at screen time and online activity.

Year 6	<ul style="list-style-type: none"> • They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. • They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. 	Cigarette, e-cigarette, shisha, cannabis, health, money, alcohol, tobacco, nicotine, media, influence, pressure, choice, age restrictions, Substance, Medicine Legal, Illegal, Drugs Ask Frank, Effects, Risks Prescribed, Solvents, Alcohol Tobacco, Role models	DARE
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Year group	<p align="center">Key skills and 'sticky' knowledge Living in the Wider World.</p> <p align="center">Pupils should be taught:</p> <ol style="list-style-type: none"> 1. About respect for self and others and the importance of responsible behaviours and actions 2. About rights and responsibilities as members of families, other groups and ultimately as citizens 3. About different groups and communities 4. To respect equality and to be a productive member of a diverse community 5. About the importance of respecting and protecting the environment 6. About where money comes from, keeping it safe and the importance of managing it effectively 7. How money plays an important part in people's lives 8. A basic understanding of enterprise. 	Key vocabulary	<p align="center">Links to curriculum drivers</p> <p align="center">VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)</p>
FI	After 1 term in FI	Celebrate Same Special Family Friend Look after	Culture Bag - Diversity and Vocabulary Chinese New Year Celebration Diwali Celebration Ashfield District Council Visit - caring for the environment
	After 2 terms in FI		
	By the end of FI		

		<ul style="list-style-type: none"> I can recognise and describe special times or events for family or friends. I can start to show an interest in different occupations and ways of life. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can show interest in the lives of people who are familiar to me. I can remember and talk about significant events in my own experience. 	Culture Same Different Live World Celebrate Respect Special Care Before Values Environment	Culture Box - Diversity and Vocabulary Chinese New Year Celebration Diwali Celebration Ashfield District Council Visit - caring for the environment
	After 2 terms in F2	<ul style="list-style-type: none"> I can recognise and describe special times or events for family or friends. I can start to show an interest in different occupations and ways of life. I can start to develop an understanding of growth, decay and changes over time. I can show care and concern for living things and the environment 		
	By the end of F2	<ul style="list-style-type: none"> I can talk about past and present events in my own life and in the lives of family members. I know that other children don't always enjoy the same things, and I am sensitive to this. I know about similarities and differences between myself and others, and among families, communities and traditions. I have a sense of my own immediate family and relations. I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. I am beginning to have their own friends. I learn that they have similarities and differences that connect them to, and distinguish them from, others. 		
Year 1		<ul style="list-style-type: none"> Children can explain different ways that family and friends should care for one another. 	Fairness Right Responsibilities Respect Care Same Different World Share Kindness Protect Resilience Money Help Support Perseverance	School values Celebrations eg birthday, Christmas, Diwali, Chinese New Year etc.
Year 2		<ul style="list-style-type: none"> Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people. 		
Year 3		<ul style="list-style-type: none"> Children can explain how their actions have consequences for themselves and others. 	Actions, consequences,	CASE- scenario role play.

	<ul style="list-style-type: none"> • They can describe the nature and consequences of bullying, and can express ways of responding to it. • They can show how they care for the environment (e.g. animals and school grounds) 	behaviour, understanding, right, wrong, unkind, kind, caring, helping, bullying, antibullying, cyberbullying, physical, prevent, hurtful, talk, repetitive, verbal, scared, protect, brave, intentional, environment, eco-friendly, natural, recycling, planet, ocean, care, reuse, reduce, eco-school, deforestation, pollution, energy, global warming, plastic, waste.	Computing- Online safety and cyberbullying. Geography (Autumn 1) - Deforestation of Sherwood Forest. English (Spring 2) - 'The Flower' links to looking after our planet. Science (Spring 2) - Plants, investigating how plants help us and our planet and the insects that help them to grow.
Year 4	<ul style="list-style-type: none"> • They can describe the nature and consequences of bullying, and can express ways of responding to it. • They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). 	Actions, consequences, guilt, bullying, online, cyber, physical, emotional, trusted adult, marriage, friendship, family, compromise, listening, caring, trust,	Incredible Book Eating Boy- English link
Year 5	<ul style="list-style-type: none"> • Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. 		Links to Journey to Jo'burg text looking at the impact of apartheid
Year 6	<ul style="list-style-type: none"> • They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. • They understand how money plays an important part in people's lives • They have a basic understanding of enterprise. 	loans, credit cards, hirepurchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers.	

Self-Confidence and Self-Awareness

F1	After 1 term in F1	<ul style="list-style-type: none"> I can explore new toys and environments, but I 'check in' regularly with familiar adult as and when needed. I can separate from my main carer with support and encouragement from a familiar adult. I can join in a range of activities that interest me. 	Friend Like Try Help	
	After 2 terms in F1	<ul style="list-style-type: none"> I am starting to engage in pretend play with toys. I can express my own preferences and interests. I am confident to talk to other children when playing together. I can demonstrate a sense of self as an individual, e.g. want to do things independently, say "No" to adult. I can select and use resources with support. 		
	By the end of F1	<ul style="list-style-type: none"> I can select and use activities and resources. I enjoy the responsibility of carrying out small tasks. I am confident to talk to other children when playing and will communicate freely about my own home and community. I am more outgoing towards unfamiliar people and more confident in new social situations. I can show confidence in asking adults for help. I welcome and value praise for what I have done. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I can select and use activities and resources with help. I enjoy the responsibility of carrying out small tasks. I am confident to talk to other children when playing, and will communicate freely about my home and community. I am outgoing towards unfamiliar people and more confident in new social situations. I can show confidence in asking adults for help. 	Favourite Responsible Resilience Persevere Have a go Self Belief Values Confidence Challenge Independently Help Support	
	After 2 terms in F2	<ul style="list-style-type: none"> I welcome and value praise for what I have done. I willingly participate in a wide range of activities. I can show enthusiasm and excitement when anticipating and engaging in certain activities I am confident to speak to others about own needs, wants, interests and opinions. I am confident in speaking in front of a small group. I can describe myself in positive terms and talk about my abilities. 		
	By the end of F2	<ul style="list-style-type: none"> I am confident to try new activities and can say why I like some activities more than others. I am confident to speak in a familiar group, will talk about my ideas and will choose the resources I need for my chosen activities. I can say when I do or don't need help. 		

Managing Feelings and Behaviour

F1	After 1 term in F1	<ul style="list-style-type: none"> I can begin to learn that some things are mine, some things are shared and some things belong to other people. I can seek comfort from familiar adults, when needed. I can respond to the feelings and wishes of others. I have a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. I have a growing ability to distract myself when upset, e.g. by engaging in a new play activity. 	Share Kind Take turns Happy Sad Angry Scared Rules Sorry Calm	
	After 2 terms in F1	<ul style="list-style-type: none"> I am aware of others' feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice. I can respond to a few appropriate boundaries, with encouragement and support. I can express my own feelings such as sad, happy, cross, scared, worried. I am aware that some actions can hurt or harm others. I can try to help or give comfort when others are distressed. I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do. 		
	By the end of F1	<ul style="list-style-type: none"> I am aware of my own feelings, and know that some actions and words can hurt others' feelings. I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others. I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. I can usually adapt my behaviour to different events, social situations and changes in routine. 		
F2	After 1 term in F2	<ul style="list-style-type: none"> I am aware of my own feelings, and know that some actions and words can hurt others' feelings. I can accept the needs of others and I can take turns and share resources, sometimes with support from others. I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met. 	Share Fair Upset Frightened Excited Proud Apologise Solve Wait Hurt Caused Rules Values Feelings Acceptable	
	After 2 terms in F2	<ul style="list-style-type: none"> I can usually adapt my behaviour to different events, social situations and changes in routine. I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them. I can start to negotiate and solve problems without aggression, e.g. when someone has taken my toy. I am aware of the boundaries set and of behavioural expectations in the class. 		
	By the end of F2	<ul style="list-style-type: none"> I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences. I know that some behaviour is unacceptable. I can work as part of a group or class and understand and follow the rules. I can adjust my behaviour to different situations and take changes of routine in my stride. 		