

PSHE Progression Grid

	EYFS	KS1		Lower KS2		Upper KS2	
Aspect	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	MFB: To begin to accept the needs of others and can take turns and share resources, sometimes with the support from others. MFB: To be aware of own feelings, and know that some actions and words hurt others' feelings. SCSA: To know how to describe self in positive terms and talk about abilities.	R2. To know how their behaviour affects other people. R9: To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. HW4: To know about some good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. HW5: To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). R9: To know the concept of 'keeping something confidential or secret, when they should or should not agree with this and when it is right to 'break a confidence' or 'share a secret'. R21: To understand personal boundaries, to identify what they are willing to share with their most special people: friends, classmates and others, and that we all have rights to privacy. HW6: To deepen their understanding of good and not so good feelings, know a range of strategies for managing feelings and how this affects others and themselves. HW16: To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	R9: To know the concept of 'keeping something confidential or secret, when they should or should not agree with this and when it is right to 'break a confidence' or 'share a secret'. R21: To understand personal boundaries, to identify what they are willing to share with their most special people: friends, classmates and others, and that we all have rights to privacy. HW6: To deepen their understanding of good and not so good feelings, know a range of strategies for managing feelings and how this affects others and themselves. HW16: To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	R9: To know the concept of 'keeping something confidential or secret, when they should or should not agree with this and when it is right to 'break a confidence' or 'share a secret'. R21: To understand personal boundaries, to identify what they are willing to share with their most special people: friends, classmates and others, and that we all have rights to privacy. HW6: To deepen their understanding of good and not so good feelings, know a range of strategies for managing feelings and how this affects others and themselves. HW16: To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	R5: To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. R6: To know that marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. R16: To know the consequences of stereotypes. R19: To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.		
Relationships vocabulary		Year 1 - Friends, teachers, parents, sibling, grandparents, relatives, families feeling's, help, private, uncomfortable, safe, unsafe, permission Behaviour, school, kind, feeling's, respect, polite, rules, sharing Year 2 - Kindness, listening, honesty, friends, inclusion, arguments, help Online, bullying, feelings, differences, secrets, uncomfortable, worried Classmates, friends, common, differences, groups, situations, discussions, reasons Year 3 - Recognise, respect, stability, love, support, caring, unsafe Family, classmates, boundaries, respect, safe, behaviour, bullying Respect, help, responsible, self-respect, polite, cultures, society Year 4 - Friendships, positive, digital devices, communicating, contact, online, healthy Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending Recognise, gender, race, faith, values, respect, differences, include	Year 3 - Recognise, respect, stability, love, support, caring, unsafe Family, classmates, boundaries, respect, safe, behaviour, bullying Respect, help, responsible, self-respect, polite, cultures, society Year 4 - Friendships, positive, digital devices, communicating, contact, online, healthy Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending Recognise, gender, race, faith, values, respect, differences, include	Year 5 - Healthy, friendships, relationship, influence, communication, support, peer Permission, contact, uncomfortable, unacceptable, secret, worried, concerned Treated, equally, respect, discrimination, bullying, online, report, safety Year 6 - Relationship, attraction, healthy, commitment, love, marriage Friendship, pressure, dares, unsafe, worried, guidance, support Values, behaviours, respect, disagreements, conflict, views, listen			

KS1 and KS2 through to early KS3. For full KS3 and KS4, see Personalised Learning Standards at LCS.

<p>Living in the wider world</p>	<p>MFB: To know some of the class/school rules.          TW: To know about the features of their own immediate environment and how environments might vary from one another.          Transition: To know what to expect when I move up into Year 1</p>	<p>HW9: To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.          LWW7: To know how to manage money including: keeping it safe, choices about spending money and what influences those choices.          LWW10: To understand the roles of the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>LWW2: To understand why different rules are needed in different situations ...to know the importance of rules, why they are enforced, role of the police and local government.          LWW3: To know that children have their own special rights set out in the United Nations Declaration of the Rights of the Child e.g. To encourage more understanding of the impact of the children's charter.          LWW4: To know that universal rights are there to protect everyone and have primacy both over national law and family and community practices.          LWW5: To know that there are some cultural practices which are against British law e.g. Forcing anyone to marry is a crime.</p>	<p>LWW9: To know what being part of a community means, and about the varied institutions that support communities locally and nationally.          LWW10: to know the role of voluntary, community and pressure groups, especially in relation to health and well-being.          LWW13: To know about the role money plays in their own and others' lives,          LWW14: To know the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).          LWW15: To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>
<p>Wider World Vocabulary</p>		<p>Year 1 - rules, care, environment, recycling, differences          Internet, digital, devices, safety, online Strengths, interests, community, jobs, work          Year 2 - Groups, roles, teams, faiths, responsibilities, community          Internet, purpose, value, content, recognise Currency, jobs, banks, savings, money, spending</p>	<p>Year 3 - Laws, society, human rights, responsibilities, rights, police Leisure, online, reliable, websites, choices Jobs, vocation, myths, stereotypes, teamwork, achievements          Year 4 - Community, belonging, differences, volunteering, compassion, responsibilities digital footprint, organisations, online, adverts, fact/ fiction Budgets, value, important, payment, charities</p>	<p>Year 5 - Resources, protecting, environment, actions, compassion, responsibility Identify, purpose, fact, opinion, stereotypes, reliable, information Jobs, ambition, career, conditions, inclusion, diversity          Year 6 - Prejudice, discrimination, challenge, serotypes, influence          Contacting, communicating, safety, social media, sharing, age restrictions, connecting Role, value, work, finances, risk, gambling</p>
<p>Health and Wellbeing</p>	<p>HSC: To know how to wash and dry hands and the importance of hygiene.          HSC: To know the importance of eating a range of food stuffs and know the need for variety in food.          HSC: To know the importance for good health of physical exercise and a healthy diet.</p>	<p>HW7: To understand how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.          HW11: To understand that household products, including medicines, can be harmful if not used properly.          HW12: To know the potential hazards that make crossing the road unsafe and identify how to avoid them (e.g. not crossing between parked cars, not walking on the edge of the pavement)as well as potential hazards in the environment.          HW13: To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention,          HW14: To know about the ways that pupils can help the people who look after them to more easily protect them.</p>	<p>HW4: To know how images in the media do not always reflect reality.          HW12: To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.          HW13: To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.          HW15: To know school rules about health and safety, basic emergency aid procedures, where and how to get help.          HW23: To know about people who are responsible for helping them stay healthy and safe and ways that they can help these people.</p>	<p>HW8: To know a range of feelings and behaviours that might be associated with change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement and describe a range of strategies to deal with them.          HW9: To know how to differentiate between the terms risk, danger and hazard.          HW16: To know what is meant by the term 'habit' and why habits can be hard to change.          HW18: To know how their body will, and emotions may, change as they approach and move through puberty.          HW19: To know about human reproduction.          HW21: To know strategies for keeping physically safe including road safety, safety in the environment (including rail, water and fire safety) and the responsible use of ICT and mobile phones.          R15: To know what 'dares' are and how to manage them.</p>
<p>Health and well being vocabulary</p>		<p>Year 1 - Healthy, hygiene, care, unhealthy, balance, safe Unique, special, same, different, feelings, recognise Safe, restrictions, online, trust, feelings          Year 2 - Routines, mental health, growing, changing, teeth, dentist, feelings, bereavement life cycle, human, bodies, responsibilities, goals, changes Medicines, safety, unsafe, danger, accident, emergency</p>	<p>Year 3 - Choices, healthy, unhealthy, influence, habits, lifestyle, physical Valuable, contributions, self-worth, setbacks, challenges, identity Hazards, risks, alarms, safety, rules, environment          Year 4 - Balance, healthy, recognise, illness, support, care, dental health Identify, hygiene, emotion, help, puberty, information Medicines, drug, cigarettes, habit, e-cigarettes, vaping</p>	<p>Year 5 - Lifestyle, healthy, outdoors, sun safety, illness, cleanliness, virus, allergies personal identity, gender, recognise, respect, express, well being Unsafe, emergency, risk, FGM, injuries, responsibility          Year 6 - Feelings, mental health, conflict, support, changes, bereavement, balance, online Independence, changes, secondary, routines, intercourse, contraception online, images, appropriate, text, share, restrictions, laws, drugs, organisations, media</p>

Anti-bullying	MR: To know what bullying is.	R13: To know there are different types of teasing and bullying, that these are wrong and unacceptable. R14: To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.	R18: To know and describe different forms of bullying and abuse (including prejudice based bullying). LWW6: To know the consequences of bullying and its long term effects on those who experience it.	LWW6: To know the consequences of antisocial and aggressive behaviours, such as bullying and discrimination to particular groups (e.g. LGBT, religious or ethnic groups) and the support available in specific circumstances. R18: To know how to respond and ask for help from people other than your family, friends and school.
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