



KS1 & 2 Progression in Personal, Social, Health and Economic (PSHE) education

The document below has been designed to show when PSHE objectives are covered across our school. We follow the PSHE Association's plan of study.

Year Group	Health and Well-being	Relationships	Living in the Wider World
1	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H25. to name the main parts of the body including external genitalia</p> <p>H27. about preparing to move to a new class/year group</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>H37. about things that people put into their body or on their skin; how these can affect how people feel</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R15. how to respond safely to adults they don't</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L8. about the role of the internet in everyday life</p>

<p>2</p>	<p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H24. how to manage when finding things difficult</p> <p>H26. about growing and changing from young to old and how people’s needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>L4. about the different groups they belong to</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L9. that not all information seen online is true</p>
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	H37. about things that people put into their body or on their skin; how these can affect how people feel		
3	<p>H1. How to make informed decisions about health 3</p> <p>H2. about the elements of a balanced, healthy lifestyle 3</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. 3</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) 3</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer 3</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health 3</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings 3</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; 3</p> <p>H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult 3</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) 3</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact 3</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say 3</p>	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart 3</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another 3</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 3</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships 3</p> <p>R13. the importance of seeking support if feeling lonely or excluded 3</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 3</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact 3</p> <p>R26. about seeking and giving permission (consent) in different situations 3</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret 3</p> <p>R31. to recognise the importance of self-respect</p>	<p>L7. to value the different contributions that people and groups make to the community 3</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>

		<p>and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships 3</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background 3</p>	
<p>4</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these 4</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle 4</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle 4</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming 4</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); 4</p>	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 4</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 4</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary 4</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); 4</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns 4</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know 4</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 4</p> <p>R33. to listen and respond respectfully to a wide</p>	<p>L6. about the different groups that make up their community; what living in a community means 4</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results 4</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes 4</p>

		range of people, including those whose traditions, beliefs and lifestyle are different to their own 4	
5	<p>H5. about what good physical health means; how to recognise early signs of physical illness 5</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 5</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online 5</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health 5</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing 5</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 5</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 5</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 5</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) 5</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene 5</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty 5</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries 5</p>	<p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty 5</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends 5</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support 5</p> <p>R21. about discrimination: what it means and how to challenge it 5</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this 5</p> <p>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with 5</p>	<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes 5</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively 5</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images 5</p>

<p>6</p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it 6</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed 6</p> <p>H17. to recognise that feelings can change over time and range in intensity 6</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools 6</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk 6</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break 6</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others 6</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 6</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different 6</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong 6</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others 6</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability 6</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) 6</p>	<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities 6</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information 6</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation 6</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations 6</p>

