



Skills Progression Map: PSHE

	Nursery	Reception	Year 1	Year 2
Families and Friendship	Play with one or more children, extending and elaborating play ideas. Start to share and take turns with others.	Build constructive and respectful relationships. Think about the perspectives of others. Work and play co-operatively and take turns with others. Talk about members of immediate family.	List people who care for us and understand the roles they play in our lives.	Think about friendships - how to meet and make new friends, be a good friend, play positively with friends.
Safe Relationships	Feel safe and confident when changes occur - e.g. fire drill, lockdown, school visits, exploring new places Become more outgoing with unfamiliar people.	Tell 5 people	Recognise situations where someone’s body or feelings might be hurt and who to go to for help. Recognise different types of touch and know how to respond if touch makes us feel uncomfortable or unsafe.	Recognise hurtful behaviour and know what to do if it is experienced or seen, including online.
Respecting Ourselves and Others	Help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Develop positive attitudes about the differences between people.	Consider the feelings of others and consider their perspectives See him/herself as a valuable individual.	Recognise kind and unkind behaviour both inside and out of school.	Consider things we have in common with our friends and other people.
Belonging to a Community	Develop a sense of responsibility and membership of a community. Demonstrate more confidence in new social situations.	Talk about different people within the community.	Give examples of rules in different situations. Give examples of ways to look after people, animals and the environment.	Think about the parts played in different groups. Look at how a community can help people feel included, recognising everyone is equal.
Media Literacy and Digital Resilience	Recognise some factors that support mental health and wellbeing, including sensible amounts of screen time.	Talk about the different factors that support mental health and wellbeing, including sensible amounts of screen time.	Understand how and why people use the internet. Understand some of the benefits of using the internet and digital devices.	Understand that content on the internet is both factual and entertaining and that information might not always be true.
Money and Work	Show interest in different occupations.	List different occupations, including those in the emergency services.	List people whose job it is to help us in the community. Give examples of different jobs and the work people do.	Consider what money is, its different forms and how it can be spent Consider how to get, keep and spend money - consider the difference between wants and needs.
Physical Health and Mental Wellbeing	Talk about feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Make healthy choices about food, drink, activity and toothbrushing.	Express feelings using a wider vocabulary. Identify and moderate feelings socially and emotionally. Talk about the different factors that support health and wellbeing	List healthy and unhealthy foods and explain why too much sugar may be bad for us.	Learn routines and habits for maintaining good physical and mental health. Understand the importance of brushing teeth and visiting the dentist; think about food and drink that affect dental health. Think about how to manage big feelings, including those associated with change, loss and bereavement Develop a growth mindset.
Growing and Changing	Become Increasingly independent in meeting care needs and showing good hygiene.	Manage basic hygiene and personal needs	Give examples of different types of feelings and how to recognise these feelings. Develop a growth mindset.	Consider how needs and bodies change. Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Think about change as people grow up, including new opportunities and responsibilities. Prepare to move to a new class and setting goals for next year.

Keeping Safe	Increasingly follow rules, understanding why they are important. Understand rules without adult reminders.	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Understand why some films, games and toys have age restrictions.	Identify potential unsafe situations, who is responsible for safety in these situations, and steps that can be taken to avoid or remove themselves from danger. Think about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel. Think about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.
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	Year 3	Year 4	Year 5	Year 6
Families and Friendship	Recognise and respect that there are different types of families. Understand the positive aspects of being part of a family. Give examples of the different ways people care about each other. Identify when something in a family might make someone upset or worried	Identify the features of positive healthy friendships. Devise strategies to build positive friendships. Seek support with relationships when feeling lonely or excluded. Communicate respectfully when using digital devices. Understand the differences between knowing someone online and knowing someone face-to-face.	Understand what makes a healthy friendship and how they make people feel included; learn strategies to help someone feel included. Understand that it is common for friendships to experience challenges; learn strategies to positively resolve disputes and reconcile differences in friendships. Understand that friendships can change over time and the benefits of having new and different types of friends. Learn how to recognise if a friendship is making me feel unsafe, worried, or uncomfortable.	Understand what it means to be attracted to someone and know that there are different kinds of loving relationships. Understand the difference between gender identity and sexual orientation and everyone’s right to be loved. Understand the qualities of healthy relationships that help individuals flourish. Discuss ways in which couples show their love and commitment to one another. Understand the differences between marriage and civil partnerships.
Safe Relationships	Understand the importance of privacy and personal boundaries, including online. Understand the importance of passwords and using trusted sites to keep safe online. Understand the concept of cyberbullying and know this is similar or different to face-to-face bullying.	Understand the difference between playful teasing, hurtful behaviour and bullying. Recognise how dares may make people feel under pressure or uncomfortable. Manage pressures associated with dares. Recognise when it is right to keep or break a confidence or share a secret. Recognise risks online.	Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. Understand how it feels in a person’s mind and body when they are uncomfortable. Understand that no one should ask us to keep a secret that makes someone feel uncomfortable or try to persuade them to keep a secret they are worried about. Know whom to tell if we are concerned about unwanted physical contact.	Compare the features of healthy and unhealthy friendships. Devise strategies to respond to peer pressure, including online. Review what consent means and how to give or not give permission in different situations.
Respecting Ourselves and Others	Recognise and give examples of respectful behaviours. Model respectful behaviour in different situations.	Recognise differences between people, such as gender, race or faith. Explore similarities between different people Develop a vocabulary to sensitively discuss differences and include everyone.	Recognise that everyone should be treated equally. Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment. Learn ways to safely challenge discrimination; know how to report discrimination online.	Practise how to discuss issues respectfully. Listen to and respect other points of view. Constructively challenge opposing viewpoints. Learn ways to participate effectively in discussions online and know how to manage conflict.

Belonging to a Community	Give examples of the rights and responsibilities we have and how these are connected.	Recognise the different communities we belong to. Name the groups and individuals that help the local community. Show compassion towards others in need.	Show compassion for the environment, animals and other living things. Express our own opinions about everyone’s responsibility towards the environment.	Recognise stereotypes in different contexts and understand how these should be challenged.
Media Literacy and Digital Resilience	Have strategies to recognise whether things online are true or accurate. Evaluate whether games or websites are age-appropriate. Make safe, reliable choices from search results. Report something seen or experienced online that is concerning.	Recognise what online adverts look like. Compare content shared for factual purposes and for advertising. Consider why people may or may not buy something online.	Recognise unsafe or suspicious content online.	Recognise what is appropriate to share online and know how to report to inappropriate online content or contact.
Money and Work	Consider some of the skills needed to do a job. Recognise our interests, skills and achievements and how these might link to future jobs. Set goals for the year ahead	Keep track of money and why it is important to know how much is being spent.	Identify jobs that we might like to do in the future; understand the role ambition can play in achieving a future career. Consider how or why someone might choose a certain career; think about what might influence people’s decisions about a job or career. Think about stereotyping in the workplace, its impact and how to challenge it.	Consider value for money and how to judge whether something is value for money.
Physical Health and Mental Wellbeing	Consider the choices people make in their daily life and how these affect their health. Identify healthy and unhealthy choices. Consider what could help people make healthy choices and what might negatively influence them. Have strategies to identify and talk about feelings and understand how people express feelings in different ways.	Identify a wide range of factors that maintain a healthy lifestyle, physically and mentally. Maintain oral hygiene and dental health.	Recognise the shared responsibility of keeping a clean environment.	Develop positive strategies for managing feelings; know that there are situations when someone may experience mixed or conflicting feelings and that sometimes they need to be overcome. Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available. Identify where we can ask for help and support with mental wellbeing in and outside school; recognise the importance of asking for support from a trusted adult. Think about the changes that may occur in life including death, and how these can cause conflicting feelings. Consider how balancing time online with other activities helps to maintain our health and wellbeing; develop strategies to manage time spent online and foster positive habits
Growing and Changing	Recognise how strengths and interests form part of a person’s identity. Recognise common challenges to self-worth. Have basic strategies to manage and reframe setbacks.	Identify external genitalia and reproductive organs.	Recognise, respect and express our individuality and personal qualities. Consider ways to boost our mood and improve emotional wellbeing. Recognise the link between participating in interests, hobbies and community groups and mental wellbeing	Recognise how we change as we grow up, including becoming more independent. Recognise how the transition to secondary school may affect my feelings. Consider how relationships change as we grow up and move to secondary school. Develop practical strategies that can help during times of change and transition. Identify links between love, committed relationships and conception.

Keeping Safe	Identify typical hazards at home and at school. Predict, assess and manage risk in everyday situations.	Recognise what is meant by a ‘drug’. Identify some of the effects related to different drugs and that all drugs may have side effects. Identify some of the risks associated with drugs common to everyday life.	Identify when situations are becoming risky, unsafe or an emergency; identify occasions where we can help take responsibility for our own safety. Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. Deal with common injuries using basic first aid techniques. Respond in an emergency, including when and how to contact different emergency services.	Identify risks of personal information being misused. Develop strategies for dealing with requests for personal information or images. Identify types of images that are not appropriate to share with others. Recognise why people choose to use or not use drugs.
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