

## PSHE progression and endpoints

PSHE Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	Children are able to identify who is in their family and compare with other families	Children can identify special family members in their lives and begin to recognise different types of family structures. They can recognise differences and similarities.	Children can begin to identify differences between families and some key features of what makes a family.  Children can talk about the different people in their family and why they are special.	Children can compare different family structures and talk about differences and similarities between them.  Children can talk about features of a positive family life	Children can explain what different family structures might look like and give examples.  Children can confidently identify and explain the features positive family life.	Children can identify different kinds of relationships in their lives, including romantic or intimate relationships.  Children understand that people who are attracted to and love each other can be of any gender, ethnicity or faith  Adults can choose to be part of a committed relationship, including marriage or civil partnership  Children understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.	Children can explain the different types of relationships in their lives, including romantic or intimate relationships.  Children understand that people who are attracted to and love each other can be of any gender, ethnicity or faith  Adults can choose to be part of a committed relationship, including marriage or civil partnership  Children understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.

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<p>Caring Friendships</p>	<p>Children can identify what a good friend might look like and suggest actions a good friend might do.</p> <p>Children can identify ways to make friends</p>	<p>Children can say what makes a good friend, suggest ways to solve disagreements and give examples of people who they might go to if they felt uncomfortable, upset or unsafe</p>	<p>Children can give examples of what makes someone a good friend. They can suggest ways to resolve disagreements in a range of different situations and recognise what to do and who they could talk to if they felt uncomfortable, upset or unsafe.</p>	<p>Children can describe how friendships make them feel.</p> <p>Children can identify qualities they would see in a positive friendship and identify ways to build good friendships with others</p> <p>Children understand that friendships can have difficulties and know what to do to manage the problem.</p> <p>Children know how to recognise if a friendship is making them unhappy.</p>	<p>Children can explain how friendships support their wellbeing.</p> <p>Children can give examples of qualities they would see in a positive friendship and describe different ways to build good friendships in different scenarios.</p> <p>Children can describe and give examples of difficulties that might arise between friendships and explain different ways to manage problems.</p> <p>Children can recognise different negative feelings a friendship might make them feel and why. They can explain what to do in those scenarios.</p>	<p>Children can identify what constitutes a healthy positive relationship.</p> <p>Children can identify risks in relation to friendships and keeping safe</p>	<p>Children can identify and explain different attributes and values that constitute a positive relationship</p> <p>Children can describe risks in different scenarios in relation to friendships and keeping safe.</p>
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<p>Respectful relationships</p>	<p>Children begin to recognise that their friends can be different and similar.</p> <p>Children can identify how to show kindness to others and explore what forgiveness means.</p>	<p>Children recognise the ways they are same and different</p> <p>Children can explain what bullying is and how it might make someone feel. They can explain what to do if bullying is happening.</p> <p>Children can identify when it is important to ask and give or not give permission regarding physical contact. They can give examples of people they can talk to if they feel unsafe or uncomfortable.</p>	<p>Children recognise the ways they are same and different and understand that some people have fixed ideas about gender (stereotypes)</p> <p>Children can explain what bullying is, how it makes others feel and give different examples of bullying. They can suggest ways to combat bullying, including online.</p> <p>Children can suggest different scenarios when it is important to ask and give or not give permission. They can give examples of who they can talk to if they feel unsafe or uncomfortable.</p>	<p>Children can identify different types of bullying including cyberbullying and can give examples of each.</p> <p>Children can identify what a bystander is and suggest what to do if they see someone being bullied.</p> <p>Children understand the importance of respecting others even if they are different, make different choices or have different preferences and beliefs</p> <p>Children can suggest ways to be respectful towards others</p> <p>Children listen and respond to others respectfully Children can identify what prejudice discrimination looks like and what it means to exclude someone</p>	<p>Children can identify different types of bullying including cyberbullying, give examples of each and describe the impact of bullying.</p> <p>Children understand the responsibilities of a bystander (primarily reporting bullying to an adult) and how they can get help.</p> <p>Children can explain different ways someone may be different to them and understand the importance of mutual respect despite their differences, choices and beliefs.</p> <p>Children can suggest practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Children can suggest ways to be respectful towards different types of relationships.</p> <p>Children listen and respond to others respectfully</p> <p>Children can explain what prejudice and</p>	<p>Children can describe different types of bullying, (including cyberbullying) and how it impacts on someone's mental wellbeing</p> <p>Children can describe what makes up their personal identity</p> <p>Children can give examples of stereotypes and know that they are not always accurate and can negatively influence behaviours towards others</p>	<p>Children can describe different types of bullying, identify reasons why someone might bully (including cyberbullying) and how it impacts on someone's mental wellbeing.</p> <p>Children can recognise that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>Children can explain what a stereo-type is and give examples of negative attitudes towards others. They recognise how how to challenge stereotypes.</p>
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					discrimination is using examples and can identify how being excluded might make others feel.		
Online Relationships				Children can identify different online relationships  Children understand how peoples online actions can impact others in the same way as face to face	Children can give examples of different online relationships  Children can describe the impact of people's online actions to others in different scenarios	Children can understand that knowing someone online differs from knowing someone face-to-face  Children can describe simple ways of how the internet and social media can be used positively.	Children can critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  Children understand the negative impacts of social media and describe ways they can use different social media platforms safely and positively.
Being safe	Children can recognise how to keep safe in school	Children can name different jobs in the community that help keep them safe.	Children can name different jobs and explain what they do in the community that help keep them safe.	Children can recognise the difference between when a secret should be kept or shared with someone they trust	To be able to give examples of when secrets should be kept or shared with someone they trust.	Children recognise reasons for rules and laws  consequences of not adhering to rules and laws	Children recognise reasons for rules and laws in different contexts and describe consequences of not

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		<p>They can suggest basic rules and restrictions that help them to keep safe and decide if choices are safe or unsafe.</p> <p>Children can recognise when a secret should be kept or not kept and who to ask for help if they feel uncomfortable or unsafe.</p>	<p>They can identify rules in different situations and places that help keep them safe.</p> <p>Children can recognise when a secret should be kept and not kept and who to ask for help if they feel uncomfortable or unsafe.</p>	<p>Children can identify that all children have rights</p> <p>Children can recognise risks in the local environment and suggest ways to keep safe</p> <p>Children recognise school rules and restrictions that help to keep them safe and identify that there are laws in society that keep everyone safe</p>	<p>To identify that all children have rights and name some of those rights.</p> <p>Children can recognise and assess risks in a range of different areas and less familiar locations in the local environment and suggest ways to keep safe</p> <p>Children can describe and give examples rules and restrictions and laws that exist to help people safe and know how to respond if a situation is anti-social or against the law.</p>	<p>Children can identify some of their human rights.</p>	<p>adhering to rules and laws.</p> <p>Children can identify different human rights and that they are there to protect individuals. The can give some examples of actions to help defend them.</p>
Mental wellbeing	<p>Children explore different simple feelings Happy, sad, angry and are able to match to facial expressions.</p> <p>Children can explain different reasons why someone might be happy or sad</p> <p>Children begin to learn how to manage</p>	<p>Children can identify and name some feelings. They recognise likes and dislikes.</p> <p>Children begin to understand that some feelings are difficult to control and can identify some ways to manage these big feelings and who can help with managing their feelings.</p>	<p>Children can identify and name different feelings.</p> <p>Children can demonstrate that they can manage some feelings in a positive and effective way and suggest who can help when they need further help.</p>	<p>Children can identify their personal qualities and they recognise their own worth and that of others.</p> <p>They can explain, in the context of their own lives, how everyday things can affect feelings</p> <p>They understand the Importance of expressing feelings and can suggest ways of how to express them in different ways</p>	<p>Children can confidently identify their personal qualities and they recognise their own worth and that of others.</p> <p>They can explain, in the context of their own lives and other peoples lives, how everyday things can affect a range of different feelings at different intensities.</p> <p>They understand the Importance of expressing feelings and have strategies in place to help express</p>	<p>They can identify some factors that affect emotional health and well-being. They are able to see others point of view. They can recognise positive things about themselves.</p> <p>how mental and physical health are linked</p> <p>how positive friendships and being involved in activities such as</p>	<p>They can with confidence identify factors that affect emotional health and well-being. They recognise and challenge stereotypes. They recognise positive things about themselves and their achievements.</p>

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	<p>anger appropriately</p> <p>Children recognise activities that make them happy</p>				<p>them in different ways.</p>	<p>clubs and community groups support wellbeing</p> <p>how to recognise early signs of physical or mental ill-health that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p>	
Internet safety and harms	<p>Children can recognise some dangers of using an electronic device.</p>	<p>Children can decide if something they see online is trustworthy and who to tell if they see something that worries them.</p> <p>Children understand that people can pretend to be someone they aren't.</p> <p>Children can recognise that taking screen breaks is important for health</p>	<p>Children can explain why not everything they see online is trustworthy and who to tell if they see something that worries them.</p> <p>Children can suggest different places and scenarios someone might pretend to be someone they aren't.</p> <p>Children can explain why taking screen breaks is important for health and suggest other things to do.</p>	<p>Children know what to do if something that makes them feel uncomfortable online</p> <p>Children can identify what peer pressure is and how it can be shown online.</p> <p>Children know what personal information is and that information online can be seen and used by others.</p> <p>Children can identify what inappropriate content might look like online and know what to do in those circumstances,</p>	<p>Children can explain in clear steps what to do if they feel uncomfortable online.</p> <p>Children know how to respond to pressure online</p> <p>Children can explain a range of ways to keep safe online on different platforms and devices.</p> <p>Children can explain that there are age restrictions to some online platforms and identify inappropriate content.</p>	<p>Children recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use. Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others</p> <p>Children can identify ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>Children can recognise that not everything they see</p>	<p>Children recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks. Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</p> <p>Children can evaluate how reliable different types of online content and media are</p>

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						online is reliable or trustworthy.	
Physical health and fitness	<p>Children can identify ways to keep clean in their everyday lives.</p> <p>Children can talk about exercises that they enjoy</p>	<p>Children can talk about activities that they enjoy that keeps them physically active.</p> <p>Children can order daily routines that help to take care of themselves.</p>	<p>Children can list a variety of activities that people might do to keep physically active.</p> <p>Children can explain how to take care of themselves on a daily basis and why it's important.</p>	<p>Children can describe what they do everyday to keep healthy and clean.</p> <p>Children know that physical activity and sleep helps keep our body and mind healthy.</p> <p>Children can give examples of things they do to be active daily and weekly</p>	<p>Children can describe what they do everyday to keep healthy and clean and understand the consequences if they don't.</p> <p>Children know how regular physical activity and sleep affects bodies and feelings and what happens without these.</p> <p>Children can give examples of things that people can do to be active daily and weekly and can identify areas where they could make their own lives more active.</p>	<p>Children can describe how to make choices that support a healthy, balanced lifestyle.</p> <p>Children know what a habit is, how to build up good habits and identify that habits can be healthy or unhealthy.</p>	<p>Children can describe how to make choices that support a healthy, balanced lifestyle and analyse areas in their own lives that could be healthier.</p> <p>Children can identify different strategies to help change or break an unhealthy habit or take up a new healthy one.</p>
Healthy eating		<p>Children can group different foods into healthy foods to keep their body healthy.</p> <p>Children can identify foods that have high sugar and know that it has a bad effect on teeth.</p>	<p>Children can explain what being healthy means and suggest different ways to keep their body healthy.</p> <p>Children recognise different foods with sugar, the effect it has on their teeth and identify alternatives to eat.</p>	<p>Children recognise that different food groups make up a healthy diet.</p> <p>They understand that their choices about what to eat and drink have an effect on their health.</p>	<p>Children recognise and give examples of different food groups and ratios that make up a healthy diet.</p> <p>Children can give positive and negative consequences to their health when eating and drinking different foods and drinks.</p>	<p>Children can use their own knowledge from previous years about healthy eating and are able to plan their own different types of healthy meal,</p>	<p>Children can use their own knowledge from previous years about healthy eating and are able to plan their own different types of healthy meal,</p>

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<p>Drugs, alcohol and tobacco</p>		<p>Children can identify scenarios when people might take medicines.</p> <p>Children understand that medicines should be taken with adult –supervision and recognise which symbols might be unsafe.</p>	<p>Children can explain different reasons why people take medicines and get vaccinations.</p> <p>Children can explain a variety of ways of how to keep safe around medicines and household products and are able to identify what different warning symbols look like on household products.</p>	<p>Children know how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly</p>	<p>Children know rules about how to take medicine and how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly</p>	<p>Children can identify different drugs common to everyday life</p> <p>Children can identify that some drugs are legal and illegal and give reasons why people choose to use or not use different drugs</p> <p>Children can identify how people can prevent risks associated with drugs</p>	<p>Children can identify different drugs common to everyday life and how it can affect health and wellbeing.</p> <p>Children can describe that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. They can give reasons why people choose to use or not use different drugs</p> <p>Children can explain and describe different ways people can prevent or reduce the risks associated with drug</p>
<p>Health and prevention</p>	<p>Children can talk about ways they keep safe at school and how to keep safe on roads</p>	<p>Children can talk about ways to keep safe in the sun</p>	<p>Children can explain preventative measures to take to help keep safe in the sun and why it is important.</p>	<p>Children explain preventative measures to keep teeth healthy.</p>	<p>Children can give reasons why oral hygiene is important and explain preventative measures to keep teeth healthy.</p>	<p>Children can suggest ways to keep physically active, They understand how to balance time spent online with other activities and can identify why the body needs to sleep.</p>	<p>Children can suggest ways to keep physically active, They understand the effects of being online too much online and know how to balance time spent online with other activities.</p> <p>They can identify strategies that support good quality sleep</p>



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Basic first aid		<p>Children can identify situations that would need a firefighter, policeman or ambulance.</p> <p>Children know the emergency number 999</p> <p>Children can describe their surroundings accurately and are able to provide their home address</p>	<p>Children can identify what an emergency might look like.</p> <p>Children know to call 999 in an accident and emergency.</p> <p>Children can describe their surroundings accurately and are able to provide their home address.</p>	<p>Children can identify what to do if there is an accident. They can suggest ways to deal with minor injuries such as bites, stings, cuts and grazes.</p>	<p>Children can compare the severity of an accident and know what to do. They can suggest ways to deal with minor injuries such as bites, stings, cuts and grazes.</p>	<p>Children identify the importance of remaining calm in an emergency</p> <p>Children can describe how to carry out basic first aid.</p> <p>Children know how to identify scalds, cuts, bleeds, asthma attacks or allergic reactions.</p>	<p>Children identify the importance of remaining calm in an emergency</p> <p>Children can describe how to carry out basic first aid.</p> <p>Children can describe different steps to take with minor injuries including scalds, cuts, bleeds, asthma attacks or allergic reactions.</p>

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Changing adolescent body					<p>Children know how puberty relates to growing from childhood to adulthood</p> <p>Children can identify 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).</p> <p>Children can describe how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p>Children begin to consider puberty and reproduction</p> <p>Children describe how and why the body changes during puberty in preparation for reproduction and can talk about puberty and reproduction with confidence</p> <p>Children can identify the reproductive organs and process and know how babies are conceived and born and how they need to be cared for.</p>
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## Living in the world

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Children can show ways of how people and animals need to be looked after and cared for</li> <li>Children can identify what can harm the local and global environment and suggest ways of</li> </ul>		<ul style="list-style-type: none"> <li>Children can explain how people have a shared responsibility to help protect the world around them</li> <li>Children can share examples of how everyday choices can affect the environment</li> </ul>		<ul style="list-style-type: none"> <li>Children can explain how people make decisions about spending and saving money and what influences them</li> <li>Children can suggest strategies of how to keep track of money so people know how</li> </ul>	

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<p>how they and others can help care for it</p> <ul style="list-style-type: none"><li>• Children can identify a range of different jobs, including those done by people they know and in their community.</li><li>• Children can identify that people have different strengths and interests that enable them to do different jobs</li><li>• Children can explain how people use the internet and digital devices in their jobs and everyday life</li></ul>	<ul style="list-style-type: none"><li>• Children begin to make links between what people choose to buy and the affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li><li>• Children can give examples of how to carry out personal responsibilities in a caring and compassionate way</li></ul>	<p>much they have to spend or save</p> <ul style="list-style-type: none"><li>• Children can identify the different ways people might make choices about paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li><li>• Children recognise what makes something 'value for money' and what this means to them</li><li>• Children can explain the risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li><li>• Children can explain how people make decisions about spending and saving money and what influences them</li><li>• Children can identify how to keep track of money so people know how much they have to spend or save</li><li>• Children can identify that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li><li>• Children can talk about the skills, attributes, qualifications and training needed for different jobs</li><li>• Children can identify how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li></ul>
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