



Curriculum Progression Overview for PSHE



This should be used alongside the EYFS Long Term Plan which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.

EYFS Area for PSHE	Key skills/knowledge – What do you want children to know by the end of EYFS (Intent)		How we teach it – Topics / curricular goals (implementation)			Early Learning Goal – Where children will be by the end, the ELGs achieved (impact)
Personal, social and emotional development (PSED)	Have their own identity and self-worth Understand they are responsible for their actions and why we have rules Begin to understand how to keep themselves healthy and why it is important Know what makes a good friend Understand what makes a family and these can be different to our own Have an awareness of different types of jobs Know about and respect their own bodies		Through stories and think how characters feel talking about the decisions they make Explicit teaching on why we have rules – in the classroom, 3 school rules What would happen if we did not have any rules Topic called Who am I? looking at families, themselves Continuous revisiting of how we behave towards each other and how what we do can make others feel Enabling children to build effective relationships with both children and adults around them Road safety			Self-regulation Managing self Building relationships People, culture and communities
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & Wellbeing		Relationships		Living in the Wider World	
	Dreams and Aspirations	Healthy Me	Healthy Relationships	Family Life	Our wonderful world	Changes
TOPICS	Self identify Understanding feelings Being in a classroom Being gentle Rights and responsibilities Challenges	Exercising bodies PE Healthy Snack Hand washing	Making friends Standing up for yourself Overcoming obstacles Falling out Being a good friend	Families Being Special Where we live Jobs	Celebrations Different talents Who lives in our world Being a good friend	Bodies Respecting my body Growing up Fun and fears Life cycles
OBJECTIVES (knowledge)	- Have their own identity and self-worth - Understand they are responsible for their actions and why we have rules - Begin to understand how to keep themselves healthy and why it is important		- Know what makes a good friend - Understand what makes a family and these can be different to our own		- Have an awareness of different types of jobs - Know about and respect their own bodies	



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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & Wellbeing		Staying safe		Living in the Wider World	
	Mental health and wellbeing	Making friends – playing and learning together	Being healthy	Safety at home	Celebrating me, you and our families	Kindness and Changes
TOPICS	Feeling special and safe Being part of a class Group and class rules Respecting own and others' needs Setting goals Foundations for wellbeing Ground rules, rule! Forest school	Everybody is unique in our world Learning and playing together Friendship and bullying Consent Forest school Anti bullying week Fire safety (yr B)	Keeping safe – sleep, food, dental health and handwashing Food & nutrition sessions Internet safety day	Keeping safe at home Medicines and household products NSPCC safety with boundaries	Sun safety Groups/communities Families who give us love My home Prep for culture week	Change and loss and how it feels Money – how to use it and getting change Feelings and kindness Culture week
OBJECTIVES (knowledge)	To learn how they can contribute to the life of the classroom and school To help construct, and agree to follow, group and class rules and to understand how these rules help them To think about themselves, learn from experiences and recognise/celebrate their strengths and goals To learn strategies to self-regulate	To learn how to listen to others To recognise that they share a responsibility for keeping themselves and others safe To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conservation)	To learn what constitutes, and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health To learn the importance of how to maintain personal hygiene. To learn how some diseases and germs are spread and can be controlled	To learn that household products, including medicines, can be harmful if not used properly To learn difference between secrets and nice surprises and not keeping secrets that makes them feel uncomfortable, anxious or afraid To recognise that they share a responsibility for keeping themselves and others safe (when to say yes/no/I'll ask/I'll tell) including knowing they do not keep bad secrets	To learn the importance of being healthy in the sun To recognise people who look after them, their family networks and who to go to if they are worried To understand about the ways that pupils can help the people who look after them To identify and respect the differences and similarities between people To recognise ways in which we are all unique	To learn that money comes from different sources and can be used for different purposes including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money To understand about change and loss and how it feels



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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & wellbeing		Staying safe		Living in the wider world	
	Mental health and wellbeing	Safety outside of the home	Staying safe online	Me, my body and staying safe	Money and work	Looking back and moving on
TOPICS	Group and class rules Rewards and consequences Hopes and fears Recognising what good at – setting goals - learning dip Being independent Active role within school Strategies for managing feelings Different changes	Keeping safe online and offline Keeping safe – Road & rail safety How to keep safe and get help if worried (dialling 999) Fire safety (year B) Anti-bullying week	Online content and impact on feelings Making safe choices online Safety in sharing information and using AI Internet Safety Day	Healthy choices – food labels Respecting similarities and differences in families/beliefs Sharing ideas and views – circle time Basic names for body parts NSPCC – Pantosaurus Safe/unsafe touching Food and nutrition sessions	Groups and communities locally and across the world Looking after habitats – forest, farm land (yr B) Looking after world – oceans, air pollution (yr A) Making choices with money – value for money Forest school	Different feelings Managing feelings and behaviour Listening to others and playing cooperatively (SMART thinking) Growing young to old Embracing challenges
OBJECTIVES	To learn how they can contribute to the life of the classroom and school To learn that they belong to various groups within school To think about themselves, from experience, and recognise/celebrate their strengths and set goals To learn about good/not good feelings. Develop vocab to describe feelings To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health (different feelings and managing feelings) To listen to others and play/work cooperatively To have simple strategies to resolve simple arguments To offer friends support	To learn rules for and ways of keeping physically and emotionally safe including responsible road safety, rail safety water safety, fire safety and in their environment (dialling 999) To learn there are different types of teasing and bullying and that these are wrong and unacceptable	To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety To understand the difference between things that are imaginary and things that are true/real To use critical thinking skills when researching information online To recognise common uses of information technology outside of school and how to keep myself safe in the devices and games	To identify healthy food choices To know how to read a food label to make healthy food choices To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable or uncomfortable) To learn what is meant by 'privacy'; their right to keep things private and to keep safe in different situations To identify and respect the differences and similarities between people To know bodily similarities between boys/girls	To learn about what improves and harms our local, natural and built environments To learn that money comes from different sources and can be used for different purposes – spending and saving To learn about impact of climate change on different habitats To learn about the importance of recycling, reducing and reusing items	To learn that they also belong to other groups and communities as a family and outside school To learn about the special people who work in our community and help look after/protect them To understand that people and other living things have rights and that everyone has responsibilities to protect those rights To learn about what improves and harms



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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & Wellbeing		Staying safe		Living in the Wider World	
	Healthy Me	Making good choices online	Dreams and Aspirations	Me, my friends and belonging	Out and about	Looking out for each other
TOPICS	Balanced diet – 5 a day Bad habits – sweets, video games Self care – sleep, teeth, washing Screen time Food and nutrition sessions Internet safety day	Protecting our information online Recognising and responding to bullying Anti-bullying week	Setting goals & growth mindset Describing feelings and conflicting feelings (how to manage and respond to worries) School rules	Belonging to a community (including faith RE ink) Maintaining friendships – being kind Working cooperatively – TEAM work Class Dojo - Gratitude NSPCC stay safe	Staying safe out and about in local community – including railways and near water Looking after our world – rights and responsibilities Staying safe at the park	Basic first aid and emergency aid – allergies, bites/stings and CPR Know how to call for help Embed relationships, moods and emotions - Class Dojo – moods and attitudes Money and enterprise skills
OBJECTIVES	To know what makes a balanced diet To make healthy choices about food To learn what is meant by the term 'habit' and how they can be hard to change To know how to keep myself healthy – food and drink choices, sleep, looking after teeth	To understand that comments made online can be hurtful or offensive To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours in multiple forms (cyber bullying, racist language, trolling) Explain how to stay safe and keep others safe online Recognise the importance of safe passwords	To reflect on and celebrate their achievements/strengths/ areas for improvement and set high aspirations and goals To recognise what good/not so good feelings and extend their vocab to enable them to explain both the range and intensity of their feelings to others To agree school rules to keep themselves safe To understand school rules about health and safety (basic emergency action)	To learn what being part of a community means To work collaboratively towards a shared goal To learn that their actions affect themselves and others To understand conflicting feelings To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain these. To recognise different types of relationship including between acquaintances friends' relatives and families	To know how to stay safe in park To know how to stay safe near railways To know how to stay safe near rivers and coasts To keep myself safe in the sun	To know basic emergency action – calling 999, using CPR To learn that they have different kinds of responsibilities, rights and duties at home, school, in community, nationally and globally – looking out for others To learn what is meant by enterprise and begin to develop enterprise skills To recognise how they can support local communities – voluntary (brownies/cubs)



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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & Wellbeing		Staying safe		Living in the Wider World	
	Dreams and Aspirations	Managing risks	Family life	Respectful relationships	Me my body and growing up	Money matters and being NewsWise
TOPICS	Setting goals Magic of mistakes and power of yet, becoming a goal setter Self-regulation techniques and supporting our wellbeing	Managing risks in different contexts and considering personal safety Safety at home, road & rail. Making good choices – hygiene and germs Good medication to make us well Anti-bullying week Food and nutrition sessions	Understanding diversity of family structures and how families can change. Families and commitments including faith.	Responding appropriately to conflicts and bullying Understanding importance of kindness Acceptable/Unacceptable physical contact Solving conflicts/disputes (SMART thinking) NSPCC stay safe programme Forest school sessions	Physical and emotional changes Balanced lifestyle – physical and mental Importance of balanced diet Know how to respond to emergency situations	Sustainability of our world Use of AI and critically engaging in news stories Role of money – saving and budgeting
OBJECTIVES	To reflect on and celebrate achievements, identifying strengths, areas for improvement and set high aspirations and goals To understand how their body will, and their emotions may change as they grow To understand what positively and negatively affects their physical, mental and emotional health	To recognise and manage 'dares' To know how to keep themselves safe in situations at home To know how to keep themselves safe outside of the home To have tools to manage conflict To know what makes a balanced and healthy lifestyle	To know the importance of staying safe and respecting others online (build on e-safety from ICT) Recognise shared characteristics of healthy family life To show awareness of different family set ups To challenge stereotypes by valuing individuality Explain significance of special ceremonies of promises in relationships To respect and value different viewpoints	To respect a wide range of people from differing faiths and family set ups To understand the concept of confidentiality/secrets and whether to tell someone else about this To judge what kind of physical contact is acceptable or unacceptable and how to respond To develop strategies to solve conflicts/disputes: negotiation, compromise, constructive feedback, support, discussion	To understand that bacteria and viruses can affect health and know routines and jobs of those who can prevent this To know what makes a balanced and healthy lifestyle – physical and mental (embed) To know how to perform CPR	To know how to manage pocket money To begin to understand 'savings' and 'debt' To learn about the role money plays in their own and others' lives To learn that resources can be allocated in different ways To understand the affect of economic choices on individuals/communities To understand the sustainability of environments To analyse information for accuracy of content Identify that technology can impersonate living things Explain what fake news is



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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & Wellbeing		Staying safe		Living in the Wider World	
	Aspirations and friendships	Healthy Me	Healthy Relationships	Safe connections	Healthy habits for life	Living in a wonderful world
TOPICS	Friendships and how to challenge bullying Positive and negative reactions (Edward De Bono Black Hat Yellow Hat thinking) Protecting ourselves and others from bullying	Looking after our mental health Describe and identify feelings Growth mindset – Class Dojos conundrums Self regulation strategies Changing unhelpful habitual thoughts	Creating safe boundaries – inappropriate contact TEAM work – working cooperatively – problem solving Negotiation and compromise – giving feedback – being a peer mediator	Staying safe and managing risks online Safe online boundaries Making the right cyber choices Staying safe when using AI tools	Planning a healthy lifestyle – diet, exercise, being outdoors, sun safety (danger of melanoma) Basic first aid Staying safe out and personal care in local area (parks)	Celebrating diversity - types of families in diverse Britain Changing me – puberty, what happens in conception and birth (lifecycles) Coping with change – bereavement and grief Campaigning for a better world - animals, oceans and seas (yrA) human rights of children/women (yr B) Environmental changes in our world – coastal (yrA) or rainforests (yrB) Spotting fake news Money - Importance of finance in peoples lives – being a critical consumer
OBJECTIVES	To understand positive and negative impact of choices To understand the impact of a healthy lifestyle – physical, emotional and mental To develop strategies to solve disputes and conflict for themselves and others To work cooperatively as a team To identify stereotypes and challenge stereotypical thinking	To recognise and respond to a wide range of feelings in themselves and others To use a wide range of vocab to explain and express intensity of feelings To feel confident to raise their own concerns To manage conflicting emotions	To have strategies to keep themselves safe with appropriate boundaries To listen and responds respectfully to a wide range of people To realise the consequences of anti-social, aggressive and harmful anti-social behaviour	To develop strategies for keeping safe online (build on eSafety unit from autumn) To show care and compassion for other people's feelings and concerns	To make informed choices of a balanced diet To know how to keep myself safe in my local environment To know how to call for help in an emergency To know basic first aid: bleeding, asthma, bites and stings To learn that they have different responsibilities, rights and duties	To recognise the diversity of families To recognise that different things contribute to our identity including religion To appreciate the range of national, regional, religious and ethnic identities in UK To understand their body will and their emotions may change as they approach and move through puberty To manage change, including transitions, loss, separation and bereavement To understand 'savings' and 'debt'



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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health & Wellbeing		Staying safe		Living in the Wider World	
	Mental health and wellbeing	Healthy Me	Keeping ourselves safe	Developing our AI literacy	Our dreams and aspirations	Changes
TOPICS	Looking after our mental health Managing change loss and grief Managing stress How the brain works	Managing risks Road safety – increased responsibility Resisting pressure Facts about smoking/drugs/alcohol Knife crime	Basic first aid – including CPR Creating safe boundaries – inappropriate contact, FGM, forced marriage, committed loving relationships Where to get help and advice Confidentiality and when to break a confidence – managing ‘dares’ Right to privacy Crucial crew sessions	Different types of AI including generative AI – opportunities, challenges and risks Challenging discrimination Images in media and reality – affect on people's feelings	Aspirations – who they will become Managing money and spending Money – Finance in our lives, interest, tax, loans, debt management (through Maths lessons) How resources are allocated, effect on communities and environment	Roles within families – jobs & careers Types of relationships, what attraction is (including sexual attraction) How babies are made Sexual intercourse (physical and spiritual) Name body parts in sexual intercourse Food and nutrition sessions Forest school session
OBJECTIVES	To identify own aspirations for growth To apply growth mindset understanding how we learn and connection of synapses To challenge discrimination	To plan, monitor and improve for a healthy lifestyle To about taking care of their body including why and how, commonly available substances and drugs (including tobacco and energy drinks can damage their health) To understand the consequences of carrying a knife To differentiate between the terms, risk, ‘danger’, and ‘hazard’.	To have increasing understanding of keeping themselves safe – resisting pressure To have increasing To know how to call for help in an emergency To know basic first aid: choking, head injuries, basic resuscitation understanding of keeping themselves safe – To judge what kind of physical contact is acceptable or unacceptable and how to respond To recognise respect for body contact & privacy	To develop strategies to keep safe; images in media and distribution of images To identify different types of AI To explore the opportunities challenges and risks of AI	To understand ‘savings’, ‘debt’, ‘interest’, loan, debt’ and ‘tax’ To learn what is meant by enterprise To challenge stereotypes and embrace diversity	To explore roles within families and careers To discuss and debate being part of a community To understand and respect difference between terms associated with sex, gender and identity To recognise what constitutes a positive, healthy relationship To learn about human reproduction