



# Pyrford C of E School PSHE Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alcohol					<p>Identify some key risks from and effects of alcohol.</p> <p>Define the word 'drug' and understand that alcohol is a drug.</p>		<p>Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these.</p>	<p>Describe some of the effects and risks of drinking alcohol.</p>
Cigarettes and Vaping					<p>Identify some key risks from and effects of cigarettes</p> <p>Know that most people choose not to smoke cigarettes;</p> <p>Define the word 'drug' and understand that nicotine is a drug.</p>		<p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Describe some of the health risks caused by vaping;</p> <p>Understand that there are potential health risks of vaping that are not yet fully known;</p> <p>Understand that companies selling vaping products do so to make money</p>	
Drugs/ Medicines			<p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p>	<p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</p>	<p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p>	<p>Explain safety issues for medicine use;</p>		<p>Understand some of the basic laws in relation to drugs;</p> <p>Explain why there are laws relating to drugs in this country.</p> <p>Explain how drugs can be categorised into different groups depending on their medical and legal context;</p> <p>Demonstrate an understanding that drugs can have both medical and non-medical uses;</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.</p>

<p>Difference</p>	<p>Talk about how they are the same or different to others.</p>	<p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p>	<p>Identify some of the physical and non-physical differences and similarities between people;</p>	<p>Know and use words and phrases that show respect for other people.</p>	<p>Recognise the factors that make people similar to and different from each other;</p>	<p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences</p>	<p>Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p> <p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us.</p>
<p>Growing and Changing- including sex education</p> <p>Science Link</p>	<p>Talk about how they have grown from a baby to a child.</p> <p>Begin to make sense of their own life story.</p>	<p>Name the different stages in childhood and growing up.</p>	<p>Name and know which body parts should be private.</p> <p>Describe ways in which private parts can be kept private;</p> <p>Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Understand some of the tasks required to look after a baby;</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p>	<p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p>Explain that a person's genitals help them to make babies when they are grown up;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p>			<p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their sexual organs.</p> <p>Understand and explain why puberty happens.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens.</p> <p>Know the key facts of the menstrual cycle;</p> <p>Know that sperm can fertilise the egg to create a baby;</p>	

<p>Safeguarding-consent, safe and unsafe touches</p>	<p>Understand that it is important to use kind hands</p>	<p>Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried</p> <p>Begin to understand what boundaries are</p>	<p>Understand and learn the PANTS rules;</p> <p>Explain the difference between appropriate and inappropriate touch;</p> <p>Understand that they have the right to say “no” to unwanted touch;</p> <p>Recognise emotions and physical feelings associated with feeling unsafe;</p> <p>Identify people who can help them when they feel unsafe. (taught and reinforced through to Y6)</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p>	<p>Identify how inappropriate touch can make someone feel;</p> <p>Recognise that some touches are not fun and can hurt or be upsetting;</p> <p>Know that they can ask someone to stop touching them;</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p>	<p>Understand what is meant by the term body space (or personal space).</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space.</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.</p>	<p>Understand that they have the right to protect their personal body space;</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space</p>	<p>Understand what kinds of touch are acceptable or unacceptable;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p>	<p>Recognise that some types of physical contact can produce strong negative feelings;</p> <p>Know that some inappropriate touch is also illegal.</p> <p>Know the legal age of consent and what it means.</p>
<p>Bullying</p>	<p>To understand the importance of kindness, sharing and turn taking.</p>	<p>To understand the impact that unkindness can have on how other people feel.</p>	<p>Explain the difference between unkindness, teasing and bullying;</p> <p>Understand that bullying is usually quite rare.</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Say who they could get help from in a bullying situation.</p>	<p>Understand and describe strategies for dealing with bullying.</p> <p>Rehearse and demonstrate some of these strategies.</p> <p>Recognise that that there are different types of bullying and unkind behaviour.</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p>	<p>Understand and explain some of the reasons why different people are bullied.</p> <p>Recognise that repeated name calling is a form of bullying.</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult.</p>	<p>Give examples of strategies to respond to being bullied, including what people can do and say.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p>	<p>Recognise that some people can get bullied because of the way they express their gender;</p> <p>Give examples of how bullying behaviours can be stopped.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> <p>Demonstrate strategies and skills for supporting others who are bullied;</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p>	<p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p>

<p><b>Prejudice, stereotypes, discrimination and racism</b></p> <p>Black History month covered in every year group.</p>	(see 'difference')	(see 'difference')	(see 'difference')	(see 'difference')	<p>Explore why people have prejudiced views and understand what this is.</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p>	<p>Understand and identify stereotypes, including those promoted in the media</p>	<p>Develop an understanding of discrimination and its injustice, and describe this using examples;</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism;</p> <p>Consider how discriminatory behaviour can be challenged.</p>	<p>Understand and explain the term prejudice;</p> <p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>
<b>Dares</b>					<p>Explain what a dare is;</p> <p>Understand that no-one has the right to force them to do a dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>	<p>Define what is meant by the word 'dare';</p> <p>Identify from given scenarios which are dares and which are not;</p> <p>Suggest strategies for managing dares.</p>	<p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p>	
<b>Safety- danger, risks and hazards</b>	<p>Know how to stay safe at school and outside</p> <p>To be aware of and follow safety rules.</p>	<p>Know how to stay safe in their home, classroom and outside, including road safety.</p> <p>Name trusted adults in their lives and those in their community who keep them safe. (taught and reinforced through to Y6)</p>			<p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Define the words danger and risk and explain the difference between the two;</p> <p>Demonstrate strategies for dealing with a risky situation.</p>	<p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</p> <p>Identify situations which are either dangerous, risky or hazardous;</p>	<p>Explore and share their views about decision making when faced with a risky situation;</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p>	<p>Understand the risks of sharing images online and how these are hard to control, once shared</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Understand risks related to growing up and explain the need to be aware of these;</p> <p>Assess a risk to help keep themselves safe.</p>
<b>Family</b>	Talk about their families.	<p>Name special people in their lives.</p> <p>Know that families can be different.</p>	<p>Recognise that they belong to various groups and communities such as their family;</p> <p>Explain how these people help us and we can also help them to help us.</p>	Family life cycles.	<p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p>		.	

<p><b>Feelings and Friendship</b></p>	<p>Describe different feelings.</p> <p>Begin to think about how others might be feeling.</p>	<p>Talk about their own interests.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p> <p>Recognise that people's bodies and feelings can be hurt;</p> <p>Suggest ways of dealing with different kinds of hurt.</p>	<p>Explain how it feels to be part of a group;</p> <p>Explain how it feels to be left out from a group;</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise that friendship is a special kind of relationship;</p> <p>Identify some of the ways that good friends care for each other.</p>	<p>Identify qualities of friendship;</p> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>	<p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared.</p>	<p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</p> <p>Demonstrate how to respond to a wide range of feelings in others;</p> <p>Give examples of some key qualities of friendship;</p> <p>Reflect on their own friendship qualities.</p> <p>Describe ways of making a friendship last;</p> <p>Explain why friendships sometimes end.</p>	<p>Recognise some of the challenges that arise from friendships;</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship;</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics;</p>
<p><b>Healthy Eating</b></p> <p><b>Science Link</b></p>	<p>Talk about how to keep their bodies healthy and safe.</p> <p>Healthy food choices emphasised- fruit time.</p>	<p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Recognise the importance of fruit and vegetables in their daily diet;</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise that they may have different tastes in food to others;</p> <p>Select foods from the Eatwell Guide in order to make a healthy lunch;</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p>		<p>Explain how each of the food groups on the Eatwell Guide benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples what foods might make up a healthy balanced meal.</p>	<p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide</p>		

<p><b>Healthy Lifestyles</b></p> <p><b>Science Link</b></p>	<p>Talk about how to keep their bodies healthy and safe.</p>	<p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</p> <p>Identify simple bedtime routines that promote healthy sleep.</p>	<p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p>	<p>Know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage</p>	<p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> <p>To understand the importance of good quality sleep or good health, and that a lack of sleep can affect weight, mood and ability to learn.</p>		<p>Explain what the five ways to wellbeing are;</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives</p>
<p><b>Hygiene and Illness</b></p> <p><b>Science Link</b></p>	<p>Toilet training.</p>	<p>Importance of self-care and hygiene- washing hands, using tissues.</p>	<p>Recognise the importance of regular hygiene routines;</p> <p>Sequence personal hygiene routines into a logical order.</p> <p>Understand how diseases can spread;</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p>	<p>Explain the importance of good dental hygiene;</p> <p>Describe simple dental hygiene routines.</p> <p>Explain how germs can be spread;</p> <p>Describe simple hygiene routines such as hand washing;</p> <p>Understand that vaccinations can help to prevent certain illnesses.</p>	<p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses</p>	<p>To know how to recognise the early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>To understand the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p>Identify some products that they may need during puberty and why.</p> <p>Know the facts and science related to allergies.</p>	<p>Understand the facts and science related to immunisation and vaccination.</p>
<p><b>Internet Safety</b></p> <p><b>Computing Link</b></p>	<p>To know what to do when faced with online content that makes them feel uncomfortable.</p>	<p>Know age-appropriate ways to stay safe online.</p>	<p>Understand that images you share using technology may be shared more widely than expected.</p>	<p>Understand that it's important to keep personal information private and only play with people you know when playing games online.</p>	<p>Recognise potential risks associated with browsing online;</p> <p>Give examples of strategies for safe browsing online.</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p>	<p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</p>	<p>Recognise and describe the difference between online and face-to-face bullying.</p> <p>Demonstrate strategies to deal with both face-to-face and online bullying;</p> <p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;</p> <p>Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</p> <p>Know how to protect</p>	<p>Know that it is illegal to create and share sexual images of children under 18 years old;</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online;</p> <p>Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Know the legal age (and reason behind these) for having a social media account;</p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</p> <p>Understand and describe the ease with which</p>

							<p>personal information online;</p> <p>Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Understand that the information we see online, either text or images, is not always true or accurate;</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;</p>	<p>something posted online can spread.</p>
<p><b>Economic Education- including money</b></p>	<p>Play with coins and notes during role play.</p>	<p>To know that there are different notes and coins.</p>	<p>Recognise that different notes and coins have different monetary value;</p> <p>Explain the importance of keeping money safe;</p> <p>Identify safe places to keep money;</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Understand that people have choices about what they do with their money;</p> <p>Know that money can be saved for a use at a future time;</p> <p>Explain how they might feel when they spend money on different things.</p>	<p>Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</p> <p>Understand how a payslip is laid out showing both pay and deductions;</p> <p>Prioritise public services from most essential to least essential.</p>	<p>State the costs involved in producing and selling an item;</p> <p>Suggest questions a consumer should ask before buying a product.</p> <p>Define the terms loan, credit, debt and interest;</p>	<p>Explain some benefits of saving money;</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method;</p> <p>Describe the costs that go into producing an item;</p> <p>Suggest sale prices for a variety of items, taking into account a range of factors;</p> <p>Explain what is meant by the term interest.</p>



The Environment	Look after the school garden and the animals in our environment.	Identify how they can care for their home and school  Talk about how they can make an impact on the natural world.	Identify what they like about the school environment.  Recognise who cares for and looks after the school environment.	Identify any problems with the school environment (e.g. things needing repair)  Make suggestions for improving the school environment.  Recognise that they all have a responsibility for helping to look after the school environment.	Define what is meant by the environment.  Evaluate and explain different methods of looking after the school environment.	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs).  Suggest ways the Seven Rs recycling methods can be applied to different scenarios.		Explain what is meant by living in an environmentally sustainable way.  Suggest actions that could be taken to live in a more environmentally sustainable way.
First Aid	To understand that they should tell an adult if they or someone else is hurt/unwell	To begin to understand how common minor injuries can be managed.	Understand what first aid is  Explore attitudes towards first aid and helping others	Explain some situations where someone might need to use first aid.	To learn first aid skills related to asthma attacks and bleeding.	To learn first aid skills related to broken bones and burns.	To learn first aid skills related to choking and head injuries.	To learn first aid skills related to helping a person who is unresponsive- breathing and not breathing.