



# PSHCE Curriculum Progression

	<i><b>EYFS</b></i>	<i><b>Year 1</b></i>	<i><b>Year 2</b></i>	<i><b>Year 3</b></i>	<i><b>Year 4</b></i>	<i><b>Year 5</b></i>	<i><b>Year 6</b></i>
<i><b>Being Me in my World</b></i>	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>
<i><b>Celebrating Differences</b></i>	<p>I can identify something I am good at and understand everyone is good at different things.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p>

	<p>I know we are all different but the same in some ways</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
<p><b><i>Dreams and Goals</i></b></p>	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>

	<p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>						
<b><i>Healthy Me</i></b>	<p>I understand that I need to exercise to keep my body healthy</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
<b><i>Relationships</i></b>	<p>I can identify some of the jobs I do in my</p>	<p>I can explain why I have special</p>	<p>I can explain why some things might make me feel uncomfortable in a</p>	<p>I can explain how my life is influenced</p>	<p>I can recognise how people are feeling when they miss a</p>	<p>I can compare different types of friendships</p>	<p>I can identify when people may be</p>

	<p>family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p>	<p>relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
<b>Changing me</b>	<p>I can name parts of the body</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other</p>	<p>can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel</p>

		<p>reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>people might feel differently to me.</p>	<p>changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>	<p>about the development and birth of a baby.</p>
<b>Vocabulary</b>	<p>Feelings</p> <p>Words to use to stand up for myself and others</p> <p>Encouraging words</p> <p>Kind words</p> <p>Healthy/unhealthy foods</p> <p>Jobs at home</p> <p>Main Parts of the body</p>	<p>Happy/ safe</p> <p>Definition of bullying</p> <p>Talents/ qualities</p> <p>Positive feelings</p> <p>Safe healthy body</p> <p>Behaviour words</p> <p>correct names for penis, testicles, anus, vagina, vulva,</p>	<p>Behaviour choices</p> <p>Differences between people and words to describe not conforming to gender stereotypes</p> <p>Team/ group work skills</p> <p>Medicines and healthy/unhealthy foods</p> <p>Comfortable/uncomfortable relationships</p> <p>correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p>	<p>Feelings</p> <p>Self esteem/value words</p> <p>Conflict impact and resolution words</p> <p>Learning styles/ needs</p> <p>anxious/ scared and unwell words</p> <p>puberty feelings about puberty</p>	<p>Democracy/democratic</p> <p>first impressions</p> <p>acceptance/tolerance</p> <p>disappointment, resilience</p> <p>positive attitudes</p> <p>resist peer pressure</p> <p>feelings of anxiety and fear associated with peer pressure</p> <p>grief/loss/missing</p> <p>summarise puberty feelings</p>	<p>rules, rights and responsibilities</p> <p>Impact and consequences of behaviours</p> <p>direct and indirect types of bullying</p> <p>racism and discrimination</p> <p>Eating disorders/ body image</p> <p>Smoking/ alcohol misuse</p> <p>ESafety and risks</p> <p>summarise the process of conception (SRE)</p>	<p>Community and global responsibility roles</p> <p>Empathy</p> <p>Motivations for community citizenship and global citizenship</p> <p>Anti-social behaviours</p> <p>Emotional health</p> <p>Grief</p> <p>Power and control in relationships</p> <p>the development and birth of a baby and my feelings about this</p>
<b>Aspirational</b>	<p>Jobs at home we can do.</p> <p>What we can do to help ourselves</p>	<p>Family talents/ qualities and jobs</p>	<p>Gender roles and stereotypes</p>	<p>Positive influencers</p>	<p>Democracy + roles in UK government</p>	<p>Roles in healthcare</p>	<p>Community and global responsibility roles</p>
<b>Global Citizenship</b>	<p>Families</p>	<p>Families / bodies</p>	<p>Cultural and religious difference and respect</p>	<p>Positive role models from other countries</p>	<p>UN Convention on the rights of a child.</p>	<p>UN Convention on the rights of a child.</p> <p>Hopes and dreams of children around the world</p>	<p>Global citizenship</p> <p>Roles of healthcare workers in child development and birth and aftercare</p>
<b>Health and Wellbeing</b>	<p>Healthy/unhealthy foods</p> <p>Feelings</p>	<p>Safe healthy bodies</p> <p>How to keep our private parts safe.</p>	<p>Medicines and healthy relationships</p>	<p>Body changes in puberty</p>	<p>Puberty feelings</p> <p>grief</p>	<p>Eating disorders/ body image</p> <p>Smoking/ alcohol misuse</p>	<p>Emotional health and wellbeing.</p> <p>Stressors</p>

