



PSHCE Curriculum Progression

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Being Me in my World</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. I can explain why my behaviour can impact on other people in my class.</p> <p>I can give different examples where I or others make my class happy and safe. 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 being listened to and listening to others is important in my school community.</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. 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 my choices can have an impact on people in my immediate community and globally.</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. I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	
<i>Celebrating Differences</i>	<p>I can identify something I am good at and understand everyone is good at different things.</p> <p>I know we are all different but</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 or kind ways when conflicts happen. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer</p>		<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain ways in which difference can be a source of conflict or a cause for celebration.</p>	

	<p>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. 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>strategies to help the situation. e.g. Solve It Together or asking for help. I can explain why it is good to accept myself and others for who we are.</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 explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
<p><i>Dreams and Goals</i></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 understand the link between what I learn now and the job</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively. 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 say why my internal treasure chest is an important place to store positive feelings. 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. I can plan and set new goals even after a disappointment.</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. 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. I can explain different ways to work with others to help make the world a better place.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. I can explain what motivates me to make the world a better place.</p>

	<p>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>			
<i>Healthy Me</i>	<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. 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 give examples of when being healthy can help me feel happy. 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. 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 express how being anxious/ scared and unwell feels. 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. 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 summarise different ways that I respect and value my body. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
<i>Relationships</i>	<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself</p>	<p>I can explain why I have special 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. I can explain why some things might make me feel uncomfortable in a relationship and compare this with</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries. I can recognise how people are feeling when they miss a special person or animal.</p>	<p>I can compare different types of friendships 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</p>

	<p>from feeling lonely</p>	<p>relationships that make me feel safe and special.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. 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>I can explain why my choices might affect my family, friendships and people around the world who I don't know. I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>myself, negotiate and to resist peer pressure.</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</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. 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>
<p>Changing me</p>	<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 reasons why they are private. 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 explain why some changes I might experience might feel better than others. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>I 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. 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 recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. 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 some suggestions about how I might manage my feelings when changes happen.</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. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</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. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

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