

Primary PSHE Progression Map

1. By the end of the year, children should know...						
Year Group	Autumn		Spring		Summer	
Year 1	Feelings, Likes & Dislikes	Relationships	Physical Health	First Aid	Money	Respect Healthiest Me
	1. Know that: the children can recognise what makes them special by identifying what they are good at, their likes and dislikes and recognise ways they are all unique. 2. Know that: the children can name different feelings and show what this feeling looks like. 3. Know that: the children will recognise that they will show different feelings during certain situations, and this is okay as we are all unique. 4. Know that: the children can recognise how they are feeling and know who is on their network hand. 5. Know that: not everyone feels the same at the same time or about the same things and emotions (e.g. worry, sadness) are normal. 6. Know that: it is important to use manners at all times as this helps us be kind and respectful to other people and it makes others feel happy and valued.	1. Know there; is a difference between love and care; who loves me and who cares for me; how people help me and care for me. 2. Know why; families are important; who is in my family; how my family keep me safe and happy; how families might show love. 3. Know a friend is someone I enjoy spending time with; what makes a good friend; who to go to if I fall out with a friend. 4. Know there: are different kinds of behaviours; how to identify kind and unkind behaviours; how kind and unkind behaviours can affect people. 5. Know what: I am good at; what others are good at; how to celebrate strengths and differences. 6. Know what: it means to be polite; when to say please and thank you; how to be courteous at home and at school.	1. Know that: it is important to stay healthy and food, drink, sleep, exercise, good hygiene are ways to remain healthy; actions I take can improve my health. 2. Know that: it is important to look after our minds as well as our bodies and being active can help me do this; actions I can take to improve my mental and physical health including spending time with friends and time outdoors. 3. Know that: it is important that people look after their teeth and have good dental health; know the foods and drinks that can damage my teeth; it is important to visit the dentist regularly so they can check my teeth. 4. Know that: people get vaccinated against some illnesses/diseases; vaccinations help people to become immune to the illness/diseases, and this stops them from becoming unwell; when lots of are vaccinated it can stop illness/diseases from spreading. 5. Know that: the internet is used in lots of different ways and plays an important part in life; there are positive and negative aspects of the internet; there are ways to stay safe online; it is important to limit the amount of time spend online/screen time.	1. Know that: people, animals and the environment all have needs; that caring for them helps keep them safe and healthy; that children have responsibilities to help care for their world. 2. Know that: rules help keep people safe; that different places need different rules; that rules help protect people and the environment. 3. Know that: looking after the environment is important; that actions such as caring for plants, animals and places help protect the world. 4. Know that: some household products and medicines can be harmful; that children must not use them without an adult; that telling an adult helps keep them safe. 5. Know that: accidents can happen; that people such as teachers, police officers, firefighters and doctors help keep us safe; that children should stay calm and get help. 6. Know that: emergency services help people in serious situations; that 999 is used in emergencies; that speaking clearly and calmly helps adults help us.	1. Know that: money is made up of coins and notes; that money is real because it is made in special places; that in the UK coins are made at the Royal Mint and notes are made at the Bank of England; that only money made in these special places is real. 2. Know that: money is earned by doing jobs, that people earn money to buy things like food and clothes, that money isn't given for free. 3. Know that: needs are things we must have to survive, such as food and water; that needs are important for staying healthy, safe and alive. 4. Know that: a want is something we would like to have but do not need to live; that people can't always buy everything they want because money is limited; that sometimes we have to accept we may not get everything we want; that wants are different to needs, which are things we need to survive. 5. Know that: money is important and must be kept safe to avoid losing it; that is money is lost they may not be able to buy what they need or want; that there are different ways to keep money safe. 6. Know that: saving money is important; that saving leads to achieving a goal, delayed gratification is meaningful; we must make choices about saving.	1. Know that: my body belongs to me; Know that some parts of the body are private and covered by underwear; Know the difference between safe appropriate touch and unsafe or inappropriate touch; know what personal space is and how each person's differs; know that I have the right to say no and respect when others say this. 2. Know that: some parts of my body are private; know that everyone deserves privacy and to feel safe; know the difference between a safe secret and a secret that is not safe 3. Know the: names of external body parts including genitalia; Know when I may need to use the correct terminology; know which parts of the body should remain private 4. Know how: my appearance and body is the same and different to others; know how my differences make me unique; understand why differences should be celebrated 5. Know what: it means to trust somebody; Know who to turn to if I feel unsafe or need help; know to persevere if I have a problem 6. Know that: being online is not always safe; know who to turn to if I feel unsafe online; know to persevere if I have a problem
Vocabulary	Special	Love	Diet	Needs	Money	Private

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	Unique Feelings Trusted adult Emotions Manners	Care Family Friend Kind Unkind Behaviour Strength Polite Courteous	Exercise Healthy Hygiene Cavity Immunisation Vaccination Internet Online	Rules Safe Environment Harmful Emergency	Earn Want Saving	Touch Privacy Secret Vagina Breasts Penis Testicles Unsafe Report
Year 2	Friendship	Looking after your own wellbeing	Physical Health	Online Safety and Staying Safe	Community	Belonging, Feelings and Respect
	1. Know: that good friendships are kind, caring and welcoming; that listening to others helps build positive relationships; that working and playing cooperatively helps friendships grow; that sharing ideas respectfully helps everyone feel valued 2. Know: that friendships can have ups and downs; that problems in friendships can often be worked through; that people can feel lonely and how to recognise this; different ways to share feelings and describe emotions; ways to help make friendships better when there is a problem 3. Know: what boundaries are in friendships; that boundaries help keep people safe and comfortable; that I can say “no” if something feels wrong or unsafe; simple ways to resist pressure from others 4. Know: what it means to treat myself and others with respect; what good manners and polite behaviour look like; that being courteous helps build positive relationships 5. Know: what bullying is and that it can happen in different ways (including online); that bullying can	1. Know that: there are different feelings and be able to name them; that people experience many different feelings; that feelings can change; that all feelings are normal. 2. Know that: feelings can affect behaviour; feelings can influence how people behave; some behaviours can be helpful and some unhelpful 3. Know that: there are different ways that people can behave kindly and respectfully; good manners are part of treating people with respect; others need to be included so that no one feels lonely or left out and ways to do this 4. Know that: some behaviours can be hurtful and what these might look like; some behaviours may be unkind or unsafe — like teasing, name-calling, excluding or bullying; it is important to report unsafe or unkind behaviour to a trusted adult. 5. Know that: there are ways to stay safe online and offline; we must keep our personal information private; people online may pretend to be someone else 6. Know that: I should talk to trusted adults when I feel unsafe, unsure isolated or	1. Know that: keeping my body healthy requires different things, including making healthy food choices and understanding that some foods are healthier than others. 2. Know that: too much sugar is bad for my body and why. 3. Know that: it is important to have regular physical activity and rest. 4. Know that: it is important for people to spend time outdoors to stay healthy. 5. Know that: medicines can help people to stay healthy but need to be used safely and given to me by an adult. 6. Know that: people need to apply sun cream, stay out of the midday sun, wear a hat and cover up when in the sun.	1. Know that: the children will learn rules, where apply, and why they keep us safe, exploring consequences and applying safety rules to real situations. 2. Know that: understand electricity uses, identify appliances, understand safety rules, recognise hazards, and explain how to stay safe around electrical equipment. 3. Know that: the fire uses, understand dangers, identify safe and unsafe situations, and practise rules to stay safe and respond appropriately. 4. Know that: where water is found, understand dangers, learn safety rules, and apply the water safety code to stay safe. 5. Know that: the children learn what being online means, identify risks, understand age restrictions, share information safely and question trusting information. 6. Know that: to distinguish real from fake content, recognise uncertainty, practise safe responses, and use Stop, Think, Tell adult strategy support with keeping them safe online.	1. Know that: community is a group of diverse people who live and work together; that courtesy means being polite and kind to others; that manners are ways we show respect; that I have responsibilities to behave well in different places. 2. Know that: people in my community have different roles and responsibilities; that roles include jobs and everyday tasks that people do; that communities are diverse, and people contribute in different ways; that I should use good manners and show respect to everyone. 3. Know that: people work to earn money to live and buy things they need/want; that some jobs help the community and environment; that some people enjoy their jobs because they help others or improve where they live; that jobs can have more than one purpose (money, helping, enjoyment); that all jobs should be respected. 4. Know that: different jobs need different strengths and interests; that people are better suited to some jobs because of what they are good at or enjoy; that strengths can include skills like kindness; that it is	1. Know that: families can be different from one another; that all families care for and support each other in different ways; some common things families do. 2. Know that: different people play different roles in my life; the difference between people who are family, friends, and acquaintances; how I would interact with the different people I know based on their role within my life. 3. Know that: change and loss can make people feel lots of different emotions; that everyone may feel differently when things change or when they lose something or someone; some ways to help myself feel better; that it is okay to ask for help when I find things difficult. 4. Know that: everyone has big feelings at times; some ways to manage my big feelings; that doing things I enjoy can help me feel calmer or happier; that different strategies work for different people and situations; that I can cope with difficult things and that asking for help can support me. 5. Know that: consent means asking for or giving permission; there are different situations where I need to ask for consent; that I can say “yes” or “no” to things that involve me; that I should listen and respect someone’s answer if they say

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	hurt people's feelings and wellbeing; that it is important to tell a trusted adult if bullying happens; how to ask for help if I feel worried or unsafe; that I should keep asking for help until someone listens 6. Know: that everyone has different strengths; that strengths are things people are good at or enjoy; that recognising strengths in myself and others is important; that celebrating differences helps build positive relationships	worried; I can ask for help clearly, if I am not heard, I will keep asking until I get the help I need for myself or others			important to be respectful to people and animals in all jobs 5. Know that: people make different choices about saving and spending money; that people choose what to spend money on based on their priorities; know that saving can help people plan for different goals; that people may make different choices for different reasons; that I should respect other people's money choices. 6. Know that: all living things have needs that must be met every day; that different animals have different needs; that responsibility means making sure needs are met properly and regularly; that if needs are not met, living things can be harmed; that I can take actions to care for animals and the environment.	"yes" or "no"; that if I feel unsure or uncomfortable, I can talk to a trusted adult. 6. Know that: moving to a new class can bring new experiences, people, and routines; some ways to prepare for a new class; that it is normal to feel different emotions about change; what good manners and courtesy look like; that showing good manners helps me build positive relationships with others in my new class.
Vocabulary	Respect Cooperate Boundary Uncomfortable Bullying Celebrate	Personal Information	Nutrients Vitamins Minerals Endorphins Mindfulness Medicine UV rays Protect Screen	Risk Water safety code Age restrictions Trustworthy	Community Diverse Responsibilities Skill Priorities	Role Acquaintance Loss Calm Strategy Consent Permission
Year 3	Friendships and Online	Mental Health	Physical Health	First Aid	Community	Families and Relationships
	1. Know that: good friendships are built on respect, honesty, trust, kindness, loyalty, generosity, and sharing interests; these qualities matter both online and face-to-face; friendships can lead to happiness and security; positive friendships can support wellbeing.	1. Know that just like physical health, we must make sure we look after our mental health every day. 2. Know that good sleep, physical exercise/time outdoors, having hobbies and spending time with friends and family supports mental health.	1. Know that: It is important to maintain good hygiene to help us stay clean and safe. 2. Know that: It is important to maintain good oral health and the actions we need to take to do this. 3. Know that: To stay healthy, people need a balanced diet and why this is important to our bodies.	1. Know that: first aid is immediate help given to someone who is injured or unwell; first aid in school follows clear procedures; awareness of injury helps prevent harm getting worse. 2. Know that: hazards are things that can cause harm; risk is the chance of harm happening; identifying	1. Know that: a community is made up of different groups of people; individuals may belong to more than one group; living in a community involves shared spaces and shared responsibilities. 2. Know that: rules and laws exist to keep people safe and treated fairly; rules and laws help communities to	1. Know that: families are important because they help children feel safe, loved, and happy. 2. Know that: families can be different; that people who care for each other may live together or apart. 3. Know that: marriage and civil partnerships are ways

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	2. Know that: using polite language, listening well, taking turns, and showing respect helps friendships grow and makes others feel valued and included. 3. Know that: most friendships experience disagreements or difficult moments; these can often be worked through using calm, safe strategies that help repair or even strengthen the friendship. 4. Know that: conflict can be managed without unkindness or violence; that talking, listening, compromising, and asking for help are positive ways to resolve disputes. 5. Know that: privacy means keeping some information safe; it is not always right to keep secrets—especially if they make me feel worried, unsafe, or uncomfortable. 6. Know that: it is okay to feel lonely; talking about my feelings and practising relationship skills can help me connect with others.	3. Know how to set goals to help achieve personal outcomes and why it is important for me to celebrate positive things and achievements for my mental health. 4. Know that identifying personal strengths, skills, achievements is good for self-worth. 5. Know that my interests and skills are personal qualities that create individuality. 6. Know that: loss and bereavement can provoke a range of feelings within people and people will experience different feelings at different times.	4. Know that: There are different types of physical activity that are important for physical and mental health. 5. Know that: Physical activity has benefits for your body and how you are feeling. 6. Know that: It is important that people get enough sleep and why; that screen time can have a negative effect on our sleep and mood.	hazards helps us stay aware and prevent accidents. 3. Know that: bites and stings can cause injury or illness; consequences vary depending on the situation; first aid can reduce harm and help recovery. 4. Know that: emergencies are serious situations where someone is at risk; actions have consequences; calm decisions can help prevent situations from getting worse. 5. Know that: emergency services help people in danger; calling 999 requires clear information; awareness of what is happening helps others give the right help. 6. Know that: prevention helps reduce illness and injury; vaccination and immunisation protect people from disease; awareness of risk helps people make safer choices.	function peacefully; there are consequences if rules and laws are not followed. 3. Know that: human rights belong to everyone; human rights help protect people from harm and unfair treatment; rights apply regardless of differences between people. 4. Know that: everyday choices can affect the environment positively or negatively; people share responsibility for protecting the environment at home and at school; actions such as reducing, reusing and recycling help protect living things. 5. Know that: people are similar and different in many ways including background, beliefs, personality and appearance; listening respectfully and showing compassion supports peaceful communities; everyone deserves respect. 6. Know that: people and groups contribute to communities in different ways; contributions may be paid or unpaid; valuing contributions helps people feel included and respected.	people show commitment to one another. 4. Know that: other children's families may look different from their own; that all families should be respected. 5. Know the: characteristics of a safe and happy family life, including love, care, and spending time together. 6. Know how: to recognise when a family relationship feels unhappy or unsafe and know who to go to for help.
Vocabulary	Impact Body autonomy Contact Inclusion Loneliness Empathy Connection	Mental health Wellbeing hobby socialising achievements Self-worth Individuality Grief Bereavement Loss	Decay Flossing Oral Plaque Tartar Pescatarian Vegan Vegetarian Aerobic	First Aid Awareness Hazard Consequence Prevent	Society Multi- Cultural Laws Tolerance Compassion	Different Marriage Civil Partnership Commitment

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Year 4	Family and Friends	Feelings	Money	Internet Safety	British Values	Puberty, Health and Hygiene
	1. Know that: my words and actions can make others feel happy, sad, included or hurt, even when I am using technology. 2. Know that: everyone has the right to feel safe in their body; I can say no to touch that makes me uncomfortable. 3. Know that: families can be different; caring relationships help children feel safe, supported and loved as they grow. 4. Know that: good friends welcome others; treat people kindly and do not make anyone feel lonely or left out. 5. Know that: everyone feels lonely sometimes; t inviting, listening or being kind can help someone feel included. Know that; it is okay to feel lonely; talking about my feelings and practising	1. Know that: people have a range of feelings, and I can identify and talk about my own feelings and the feelings of others, including when they might occur. 2. Know that: emotions exist on a range or scale, and I can identify and describe different emotions I may experience, including how they can affect my body and how people may feel differently in the same situation. 3. Know that: worrying and feeling down are normal emotions and everyone experiences these. 4. Know that: my behaviour can change depending on how I feel, and I can understand if my actions are appropriate and proportionate. 5. Know that: Things will not always go the way I want them to, and I will have setbacks and perceived failures. I know how to manage these and re-frame my thinking. 6. Know that: grief is a natural and normal response to bereavement; that everyone experiences grief differently	1. Know that: money has value and moves through a system, allowing people to earn, spend and pay for their needs and wants, and that if money does not move, the system cannot work effectively. real money is made up of coins and notes. 2. Know that: money can be used in different forms (such as cash, card or online) but is value stays the same, and people choose how to pay depending on the situation. 3. Know that: people make different choices about money depending on their situation, and that good value for money does not always mean the cheapest option but what is worth it for that person. 4. Know that: money has value whether it is physical or online, and I must protect it by recognising unsafe situations and making safe choices. 5. Know that: fundraising means raising money for a charity, and a successful fundraising activity must raise more money than it costs in order to help others.	1. Know that: the internet and social media can be used in positive ways, such as communicating and learning, but can also have negative impacts, including unkind behaviour and overuse. 2. Know that: not all information online is reliable, and I can check the source and content to help decide if it is true or fake. 3. Know that: images and information online can be manipulated or created using artificial intelligence (AI) and may not always be real. 4. Know that: it is important to think carefully about what is shared online, as it can affect others and may not always be private. 5. Know that: spending too much time online can affect my wellbeing, and it is important to balance online activity with other activities. 6. Know that: personal information should be kept private online, and knowing someone online is different from knowing someone in real life.	1. Know how: to value diverse communities and recognise the benefits of living in a diverse community such as how every day interactions can strengthen understanding of others and build empathy. 2. Know that: similarities and difference can be physical such as appearance, backgrounds and personality. 3. Know that: everyone, including ourselves should feel included, respected and treated politely in school and in the wider community. 4. Know that: it is important to build my own identify and self-esteem and that this can be done through positive self-talk, finding interests and hobbies. 5. Know that: every individual has the right to feel safe regardless of their race, gender, sexuality and beliefs and that we have a responsibility to treat others fairly and respectfully. 6. Know that: railways can be dangerous places if safety rules are not followed; level crossings and train stations have safety features to keep people safe; trains can travel very quickly and cannot stop suddenly; overhead railway equipment carries electricity and is extremely dangerous; safe choices around railways help prevent accidents and keep everybody safe.	1. Know that: what abuse and unsafe situations may look like online and in real life, know how to report concerns, identify trusted adults for support, and understand the importance of seeking help to stay safe. 2. Know that: the scientific names of some of our body parts and why these body parts are private. 3. Know that: understand and name the main human life cycle stages—infancy, childhood, adolescence, adulthood, and old age—and their sequence. 4. Know that: what the term ‘puberty’ means, when it occurs within the human life cycle, physical body changes during puberty, and sources of support. 5. Know that: how hormones influence emotions before and during puberty, causing changes in feelings, moods, reactions, and behaviour. 6. Know that: personal hygiene needs may change during growth, why cleanliness matters, and effective routines for maintaining health.
Vocabulary	Impact Body autonomy Contact Inclusion Loneliness Empathy	Appropriate Proportionate Growth mindset Learning Pit Resilience	Value Expensive Materialistic Charity Fundraise	Social media Source Reliable fake news Manipulated Artificial intelligence (AI)	Diversity Equality Inequality Neurodiversity Self-respect Identity	Concern Life cycle Puberty Support Hormones

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	Connection			Algorithm	Individual liberty Rights	
Year 5	Peer Influence	Community	Mental Health	Internet Safety	Drugs	About Our Bodies
	1. Know that: human rights protect every person; discrimination is unfair treatment that should be challenged safely 2. Know that: discrimination can happen in person or online and harms people's rights, confidence and sense of belonging. 3. Know that: peer influence can be positive or negative; pausing to reflect helps me make safe, respectful decisions. 4. Know that: unsafe secrets or worries must always be shared with a trusted adult, even if someone asks me not to. 5. Know that: friendships can grow, fade or shift; noticing changes helps me seek support or make new connections. 6. Know that: emotions vary in strength, and understanding them helps me set boundaries, show kindness and stay safe.	1. Know that: prejudice involves unfair judgements about others; discrimination is when people are treated unfairly because of who they are; people can respond safely if this behaviour is seen or experienced. 2. Know that: stereotypes are over-generalised ideas about groups; stereotypes can be unfair, harmful and lead to bullying; stereotypes can be challenged respectfully. 3. Know that: people make spending decisions based on needs, wants and priorities; spending choices can affect other people and the environment. 4. Know that: some choices such as buying fair trade or reducing single-use plastics can help others and the planet; choices such as wasteful spending can cause harm. 5. Know that: courtesy and manners show respect; polite behaviour supports positive relationships in different situations. 6. Know that: seeking help is important when feeling unsafe; there are trusted adults and services to report concerns to; children have the right to feel safe online and offline.	1. Know what an appropriate and proportion reaction is in response to our feelings and different situations. 2. Know what the warning signs are when wellbeing and mental health are suffering and know where and how to seek support. 3. Know that: it is important to seek help and support for mental health difficulties without feeling shame or stigma. 4. Know that: our ethnicity, faith, culture and hobbies contribute to who we are. 5. Know that: people can experience a range of emotions that vary in intensity, that reactions can be proportionate or disproportionate, and that changes in behaviour, emotions or physical wellbeing can be warning signs that someone may need support, which should be recognised to help protect mental health and wellbeing 6. Know that: responding safely and supportively can protect mental health and wellbeing, that seeking help from trusted adults is important and no one should manage concerns alone, and that stigma or fear of judgement may prevent people from asking for help, while identity and individual experiences can influence how people feel and respond to different situations.	1. Know that: people behave differently online for different reasons but that it is not ok to pretend to be someone they are not as it is dishonest. 2. Know that: there are different ways for reporting harmful content such as reporting online and letting a trusted adult know immediately. 3. Know how: to respond safely and appropriately to adults I do not know to ensure I am safe. 4. Know that: bullying can damage other people's mental health and wellbeing. 5. Know that: seeking support when feeling lonely or excluded is important. 6. Know that: it is important to keep certain information private and know how to maintain personal boundaries in our relationships.	1. Know that: there are laws surrounding the use of drugs; that some drugs are legal and some drugs are illegal to own, use and to give to other people. 2. Know that there are legal and illegal harmful substances and there are risks associated to these. 3. Know that: people sometimes choose to use or not use drugs, and this can include nicotine, alcohol and medicines 4. Know that: there are mixed messages in the media about drugs, including alcohol and smoking/vaping 5. Know that: people form habits that can have a positive and negative impact on a healthy lifestyle. 6. Know that: there are organisations that can support people concerning different types of drug use.	1. Know that: names, locations, and basic functions of male and female reproductive organs, and understand differences using correct scientific vocabulary. 2. Know that: what menstruation is, why it happens, the monthly cycle, and how the uterus lining sheds as part of reproduction. 3. Know that: what wet dreams are, why they happen during puberty, and understand they are a normal part of growing up. 4. Know that: wellbeing matters, how it affects their body and mind, and what makes a healthy, balanced diet. 5. Know that: how to build balanced meals using different food groups and understand the importance of enjoying food and having a healthy attitude towards eating. 6. Know that: unhealthy habits affect the body and how to recognise signs when something might be wrong with their health.

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Vocabulary	Human Rights Discrimination Pressure Peer influence Disclosure Safeguarding Boundaries Intensity	Prejudice Stereotype Assumption Fair trade Single-use plastics	Proportionate Disproportionate Negative Shame Stigma Personal identity Culture Ethnicity	Anonymous Catfishing Online disinhibition Content Online content Digital footprint verify Conflict resolution Bystander Isolated Excluded	Restricted Unrestricted Alcohol Addiction Dependency Prescription Side-effect	External Genitalia Internal reproductive organs Menstrual cycle Erect Erections Calories Obesity Excessive Inactive lifestyle
Year 6	Careers and Futures	Online and Money	Healthy Lifestyle	Online	Moving on Up	Reproduction
	- Know that: transferable skills are skills that can be used in many different jobs and careers; teamwork, communication and negotiation are important skills for future employment; transferable skills can be developed through school, hobbies, clubs and life experiences; different careers require different skills but many transferable skills are valued by all employers; recognising personal strengths can help people make decisions about future careers. - Know that: stereotypes are assumptions made about people or groups of people; stereotypes can be unfair, inaccurate and harmful; stereotypes can negatively influence aspirations, behaviour and attitudes towards others; stereotypes can limit opportunities and confidence in the workplace; stereotypes can be challenged respectfully through questioning, evidence and positive examples. - Know that: people often have more than one career	- Know that: information and data can be shared online in different ways (e.g. apps, websites, social media); that companies collect and use data for commercial purposes such as advertising; that my online activity can be tracked to influence what I see. - Know that: online content is ranked and selected using algorithms; that adverts and content can be targeted at specific people or groups; that connected devices (phones, tablets, smart tech) can share information with each other. - Know that: money can affect how people feel (e.g. happiness, stress, worry); that people may make emotional decisions about money; that it is important to talk about money feelings and make thoughtful choices. - Know that: gambling involves risking money to try to win more; that money can be lost as well as won through gambling and similar activities; that online games can include spending and can become addictive; that gambling and gaming	- Know that: There are mental and physical benefits of an active lifestyle and that it is important to build regular physical activity into my daily routines. - Know that: it is important to have good general wellbeing and physical health. - Know that: Physical activity, time outdoors and helping others is good for my wellbeing and happiness. - Know that: Isolation and loneliness can affect children, and it is important to seek support. - Know that: Some relationships can be harmful or dangerous. - Know that: there are different types of bullying, the impact it can have and how to get help.	- Know how: to manage friendships and know how to ask for support. - Know which: strategies to use to respond to hurtful behaviour online. - Know why: it is important to give consent. - Know that once content is shared online, there is no way of getting it back. - Know that: age restrictions are in place to prevent inappropriate content being accessible and know where to seek support if exposed to inappropriate content.	- Know that: to recall experiences, recognise personal growth, understand emotions, value relationships, identify achievements, and build confidence for future transition. - Know that: secondary school involves new routines, increased independence, different teachers, more responsibility, varied subjects, and opportunities to build new friendships. - Know that: strategies to manage change, build confidence, communicate, make friends, seek support, solve problems, and adapt positively in settings. - Know that: how to recognise emotions, understand change, and use simple problem-solving strategies to respond confidently to new situations like starting secondary school. - Know that: how to organise information, reflect on their new school, gather key details, and prepare thoughtfully for their transition to secondary school.	- Know that: gender identity describes how some people may describe their feelings about their gender, and that sexual orientation refers to who someone may be attracted to as they grow up. - Know that: people can experience different types of attraction, including emotional, romantic, and later in life sexual feelings. - Know that: marriage and civil partnerships are choices, and people should respect others' decisions about relationships and commitment. - Know that: female genital mutilation is illegal, harmful and unacceptable, and that everyone has the right to protection. - Know that: reproduction involves fertilisation when sperm joins egg, pregnancy in the uterus, and birth of a baby. - Know that: babies need feeding, sleep, warmth, safety, love, and constant care, and understand how adults meet these needs.

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	or job during their lifetime; career journeys are different for different people; there are a variety of routes into careers including apprenticeships, college, university and workplace training; different pathways suit different people depending on their interests, strengths and goals; there is no single route to success. 4. Know that: people choose careers for different reasons; career choices can be influenced by interests, strengths, values, family experiences and opportunities; money and salary can influence career decisions; stereotypes and assumptions can discourage people from pursuing certain careers; different people place importance on different influences when making career choices. 5. Know that: there is a broad range of jobs and careers available; people reach careers through different pathways and experiences; transferable skills are important across many careers; success means different things to different people; careers should be chosen based on interests, skills and aspirations rather than stereotypes; voluntary work is unpaid work that people choose to do to help others, gain experience or support a cause.	risks can affect health, wellbeing and future choices. 5. Know that: not everything online is true or trustworthy; how to question and check online information and content; how to make safe and responsible choices about what I view, share and believe. 6. Know that: money can be lost, stolen or misused; ways to keep money safe (e.g. passwords, secure payments); different ways to track money (saving, budgeting, bank accounts).				
Vocabulary	Transferable skills Stereotype Apprenticeship Influence Voluntary	Data Tracking Digital trail Connected devices Gambling	Anxiety Stress Gratitude Deliberate grateful Self-esteem	Toxic friendships Trolling Harassment Comply Image circulation	Transition Opportunities	Gender identity Sexual orientation Attraction Emotional Romantic

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		Guarantee Scams Think critically Tracking/Managing money Budgeting	Isolation	Exposed		Sexual Arranged marriage Forced marriage FGM – Female Genital Mutilation Conception Egg Embryo Fertilisation Intercourse Reproduction Physical needs Emotional needs Safety needs Development needs
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By the end of the year, children should know...						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	Taught in all year groups: - The importance of promoting general wellbeing and physical health. - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.					
Health and Wellbeing	The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. About what keeping healthy means; different ways to keep healthy Simple hygiene routines that can stop germs from spreading About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.	The characteristics and mental and physical benefits of an active lifestyle. About foods that support good health and the risks of eating too much sugar The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. About why sleep is important and different ways to rest and relax	How to make informed decisions about health About the elements of a balanced, healthy lifestyle The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. Recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. How and when to seek support including which adults to speak to in school if they are worried about their health. What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals.	How to recognise that habits can have both positive and negative effects on a healthy lifestyle Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Where and how to seek support (including recognising the triggers	About choices that support a healthy lifestyle, and recognise what might influence these That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

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About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV About the people who help us to stay physically healthy About different feelings that humans can experience How to recognise and name different feelings How to recognise what others might be feeling To recognise that not everyone feels the same at the same time, or feels the same about the same things To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it To recognise what makes them special To recognise the ways in which we are all unique To identify what they are good at, what they like and dislike To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) That household products (including medicines) can be harmful if not used correctly About the people whose job it is to help keep us safe	That medicines (revisit vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy About things that people can put into their body or on their skin; how these can affect how people feel About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. How feelings can affect people's bodies and how they behave That isolation and loneliness can affect children, and the benefits of seeking support. About ways of sharing feelings; a range of words to describe feelings About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better How to manage when finding things difficult	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). The risks associated with an inactive lifestyle, including obesity. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing and the wider importance of personal hygiene and how to maintain it The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing; strategies for managing time online Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. How and when to seek support, including which adults to speak to	for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help and should be sought without shame or stigma About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) To identify the external genitalia and internal reproductive organs in males and females Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	That isolation and loneliness can affect children, and the benefits of seeking support. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing That for some people gender identity does not correspond with their biological sex To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for About the new opportunities and responsibilities that increasing independence may bring Strategies to manage transitions between classes and key stages How to predict, assess and manage risk in different situations That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
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Primary PSHE Progression Map

That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them How to make a clear and efficient call to emergency services About what to do if there is an accident and someone is hurt How to get help in an emergency (how to dial 999 and what to say)	About growing and changing from young to old and how people's needs change About preparing to move to a new class/year group About rules and age restrictions that keep us safe To recognise risk in simple everyday situations and what action to take to minimise harm About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) How to recognise risk and keep safe around roads, railways, including level crossings, and water (e.g. beach, swimming pools, rivers etc), including the water safety code.	About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. To recognise their individuality and personal qualities To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. How to respond and react in an emergency situation; how to identify situations that may	in and outside school, if they are worried about their health To recognise that feelings can change over time and range in intensity About everyday things that affect feelings and the importance of expressing feelings A varied vocabulary to use when talking about feelings; about how to express feelings in different ways; About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking To identify the external genitalia and internal reproductive organs in females The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. About the physical and emotional changes that happen when approaching and during puberty (including menstruation) About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process About how hygiene routines change during the time of puberty, the importance of	About why people choose to use or not use drugs (including nicotine, alcohol and medicines); About the mixed messages in the media about drugs, including alcohol and smoking/vaping About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	
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			require the emergency services; know how to contact them and what to say	keeping clean and how to maintain personal hygiene That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. About where to get more information, help and advice about growing and changing, especially about puberty About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact		
Relationships	Taught in all year groups: - The conventions of courtesy and manners. - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. - Seeking and giving permission (consent) in different situations					
	To identify the people who love and care for them and what they do to help them feel cared for That families are important for children growing up safe and happy because they can provide love, security and stability. About how people make friends and what makes a good friendship How important friendships are in making us feel happy and secure.	About the roles different people (e.g. acquaintances, friends and relatives) play in our lives About different types of families including those that may be different to their own To identify common features of family life About how to recognise when they or someone else feels lonely and what to do	To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart That marriage and civil partnerships represent a formal	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all	The importance of seeking support if feeling lonely or excluded Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

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and how people choose and make friends. How to ask for help if a friendship is making them feel unhappy How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact, that parts of their body covered by underwear are private About how to respond if physical contact makes them feel uncomfortable or unsafe About what is kind and unkind behaviour, and how this can affect others To recognise the ways in which they are the same and different to others	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. About knowing there are situations when they should ask for permission and also when their permission should be sought Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard That sometimes people may behave differently online, including by pretending to be someone they are not	and legally recognised commitment of two people to each other which is intended to be lifelong. That the families of other children, either in school or in the wider world, sometimes look different from their family (including single parents, same-sex parents, step-parents, blended families, foster parents), but that they should respect those differences and know that other children's families are also characterised by love and care. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That families are important for children growing up safe and happy because they can provide love, security and stability. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences,	times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. That personal behaviour can affect other people; to recognise and model respectful behaviour online That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. The importance of self-respect and how this links to their own	How friendships can change over time, about making new friends and the benefits of having different types of friends How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. The importance of seeking support if feeling lonely or excluded To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary About the impact of bullying, including offline and online, and the consequences of hurtful behaviour Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns How to respond safely and appropriately to adults they may
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		About how to treat themselves and others with respect; how to be polite and courteous How to listen to other people and play and work cooperatively How to talk about and share their opinions on things that matter to them That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	and support with problems and difficulties, that the same principles apply to online friendships as to face-to-face relationships That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face The importance of seeking support if feeling lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) Where and how to report concerns and get support with issues online. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background To listen and respond respectfully to a wide range of people,	happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. That everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society;	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. About the impact of bullying, including offline and online, and	encounter (in all contexts including online) whom they do not know How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
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			including those whose traditions, beliefs and lifestyle are different to their own		the consequences of hurtful behaviour That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support About discrimination: what it means and how to challenge it What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	
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					About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	
Living in the Wider World	About what rules are, why they are needed, and why different rules are needed for different situations How people and other living things have different needs; about the responsibilities of caring for them About things they can do to help look after their environment About the different groups they belong to To recognise the ways they are the same as, and different to, other people About how the internet and digital devices can be used safely to find things out and to communicate with others About the role of the internet in everyday life What money is; forms that money comes in; that money comes from different sources About the difference between needs and wants; that sometimes people may not always be able to have the things they want That money needs to be looked after; different ways of doing this That everyone has different strengths	How people and other living things have different needs; about the responsibilities of caring for them About things they can do to help look after their environment About the different roles and responsibilities people have in their community To recognise the ways they are the same as, and different to, other people That not all information seen online is true That people make different choices about how to save and spend money That everyone has different strengths That jobs help people to earn money to pay for things Different jobs that people they know or people who work in the community do About some of the strengths and interests someone might need to do different jobs	To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise there are human rights, that are there to protect everyone The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) About the different groups that make up their community; what living in a community means To value the different contributions that people and groups make to the community To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	About the relationship between rights and responsibilities That they have rights in relation to sharing personal data, privacy and consent. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Recognise ways in which the internet and social media can be used both positively and negatively How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results How to understand the information they find online, including from search engines, and know how information is selected and targeted. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	To recognise there are human rights, that are there to protect everyone About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) To recognise that people make spending decisions based on priorities, needs and wants	About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes About some of the different ways information and data is shared and used online, including for commercial purposes About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information Different ways to keep track of money About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including

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				About the different ways to pay for things and the choices people have about this To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'		content on social media and apps, is appropriate for them. To identify the ways that money can impact on people's feelings and emotions That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life About stereotypes in the workplace and that a person's career aspirations should not be limited by them About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation To identify the kind of job that they might like to do when they are older To recognise a variety of routes into careers (e.g. college, apprenticeship, university)
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