



PSHE RSE Progression Overview

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Healthy	Bullying Matters	Exploring Emotions	Relationships	Being Responsible	Difference & Diversity
EYFS	PSED (MS) Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	PSED (MS) Work and play cooperatively and take turns with others.	PSED (SR) Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	PSED (BR) Form positive attachments to adults and friendships with peers.	PSED (MS) Explain the reasons for rules, know right from wrong and try to behave accordingly. UtW (NW) Explore the natural world around them, making observations and drawing pictures of animals and plants.	PSED (BR) Show sensitivity to their own and to others' needs. Understanding the World ELG: People, Culture and Communities UtW (P.C.C) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

	3- 4-year-olds • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. Children in reception • Manage their own needs. Personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	3- 4-year-olds • Continue developing positive attitudes about the differences between people. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be the leader in the game and suggesting other ideas. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. • Understand gradually how others might be feeling. Children in reception • See themselves as a valuable individual. • Build constructive and respectful relationships with adults and peers. • Work and play cooperatively and take turns with others. • Express their feelings and consider the feelings and the perspective of others.	3- 4-year-olds • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. • Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Children in reception • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.	3- 4-year-olds • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Understand gradually how others might be feeling. Children in reception • Build constructive and respectful relationships including working and playing cooperatively and taking turns with others. • Express their feelings and show sensitivity to their own feelings and the feelings of others. • Identify and moderate their own feelings socially and emotionally.	3- 4-year-olds • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet. • Make healthy choices about food, drink, activity and toothbrushing. • Begin to understand the need to respect and care for the natural environment and all living things. Children in reception • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Manage their own needs including personal hygiene. • Explore the natural world around them	3- 4-year-olds • Develop their sense of responsibility and membership of a community. • Understand gradually how others might be feeling. • Continue developing positive attitudes about the differences between people. Children in reception • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some environments that are different from the one in which they live
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		• Identify and moderate their own feelings socially and emotionally.		• Think about the perspectives of others.		
KS1	H1 Identifying different ways to keep healthy. H2 Recognising foods that support good health; the risks of eating too much sugar. H3 Exploring how physical activity helps us to stay healthy. H4 Recognising why sleep is important and different ways to rest and relax. H5 Demonstrating simple hygiene routines that can stop germs from spreading. H7 Exploring what good dental care is; identifying food and drink that supports dental health. H8 Describing different ways of keeping safe in the sun to reduce skin damage. H9 Recognising the importance of knowing when to take a break online/offline.	R8 Recognising simple strategies to resolve arguments between friends positively. R9 Recognising how to ask for help if a friendship is making them feel unhappy. R10 Recognising that bodies/feelings can be hurt by words and actions. R11 Identifying how people may feel if they experience hurtful behaviour or bullying. R12 Understanding that hurtful behaviour is not acceptable. R12 Explaining how to report bullying and the importance of telling a trusted adult. R20 Identifying what to do if they feel worried. R21 Identifying what is kind and unkind behaviour.	H11 Naming different feelings. H12 Explaining how to recognise different feelings. H13 Recognising that feelings can affect the way we think, feel and behave. H14 Talking about how to recognise what others might be feeling. H15 Recognising that not everyone feels the same about the same things. H16 Naming a range of words to describe feelings. H17 Talking about things that help people's mental/physical health. H18 Identifying ways to manage big feelings. H19 Recognising when they need help and understand how to ask for help.	R1 Recognising the roles different people play in their lives. R5 Understanding that it is important to tell someone if something about their family makes them unhappy or worried. R6 Understanding how people make friends and explain what makes a good friendship. R7 Recognising when they or someone else feels lonely and what to do that may help. R19 Explaining basic techniques for resisting pressure to do something they don't want to do. L7 Explaining how the internet and devices can be used safely to communicate with others. H14 Talking about how to recognise what others might be feeling.	L1. Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2. Recognising there are human rights, that are there to protect everyone. L3. Understanding the relationship between rights and responsibilities. L4. Identifying the importance of having compassion towards others. Explaining how to show care/concern. L5. Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment.	L6 Recognising ways they are the same as, and different to, other people. L14 Identifying that everyone has different strengths. L17 Discussing the strengths/interests someone might need to do different jobs. R2 Identifying the people who love and care for us. R3 Recognising that there are different types of families. R4 Identifying common features of family life. R22 Recognising how to treat themselves and others with respect. R23 Recognising the ways in which they are the same/different to others. H21 Recognising what makes them special.

		R22 Recognising how to treat themselves and others with respect. R24 Playing, listening and working cooperatively.		H15 Recognising that not everyone feels the same about the same things.		H22 Celebrating the ways in which we are all unique.
LKS2	H1 Identifying what affects their physical/mental health. H2 Understanding what a balanced, healthy lifestyle means. H3 Understanding what might influence our choices. H4 Recognising that habits can have both positive/negative effects on a healthy lifestyle. H6 Explaining what constitutes a healthy diet. H7 Recognising opportunities to be physically active. H8 Understanding routines that support good quality sleep. H9 Identifying hygiene routines that can limit the spread of infection. H11 Talking about how to maintain good mouth hygiene.	R13 Recognising the importance of seeking support if feeling lonely or excluded. R17 Identifying positive strategies that may help to resolve disputes in friendships. R18 Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. R19 Recognising the impact of bullying and the consequences of hurtful behaviour. R20 Suggesting strategies to respond to hurtful behaviour. R21 Discussing what discrimination means and how to challenge it. R30 Recognising that our own behaviour can affect other people.	H15. Recognising the importance of taking care of mental health. H16. Identifying strategies and behaviours that support mental health. H17. Recognising feelings can change over time and range in intensity. H18. Identifying the everyday things that affect feelings and the importance of expressing how we feel. H19. Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. H20. Identifying strategies that they could use to respond to feelings. H21. Identifying how to seek support for themselves and others.	R1 Recognising that there are different types of relationships. R6 Recognising the different ways people care for each other. R7 Recognising and respecting that there are different family structures. R8 Recognising the characteristics of healthy family life. R10 Identifying the strategies to build positive friendships and how friendship can support wellbeing. R11 Identifying what constitutes a positive healthy friendship. R14 Comparing the difference between healthy/unhealthy friendships. R16 Understanding the benefits of having different types of friends.	L1 Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2 Recognising there are human rights, that are there to protect everyone. L3 Understanding the relationship between rights and responsibilities. L4 Identifying the importance of having compassion towards others. Explaining how to show care/concern. L5 Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.	R31 Recognising the importance of self-respect and how to respect others. R32 Respecting and recognising the differences and similarities between people. R34 Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. L9 Understanding and challenging stereotypes. L10 Recognising behaviours/actions which discriminate against others. H25 Identifying what contributes to who we are. H27 Recognising their individuality and personal qualities.

	H12 Understanding the benefits/risks of sun exposure. H13 Identify strategies for managing/balancing time online/offline. H16 Recognising behaviours that support good mental health.		H24. Identifying strategies for dealing with emotions.	R27 Recognising the risks associated with keeping a secret.		
UKS2	H1 Identifying what affects their physical and mental health. H2 Understanding what a balanced, healthy lifestyle means. H3. Identifying what influences our choices to have a balanced lifestyle. H4 Recognising that habits can have both positive/negative effects on a healthy lifestyle. H5 Recognising early signs of physical illness. H6. Exploring a balanced/unbalanced diet and the effects. H7 Recognising opportunities/risks associated with an	R13 Recognising the importance of seeking support if feeling lonely or excluded. R17 Identifying positive strategies that may help to resolve disputes in friendships. R18 Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. R19 Recognising the impact of bullying and the consequences of hurtful behaviour. R20 Suggesting strategies to respond to hurtful behaviour. R21 Discussing what discrimination means and how to challenge it.	H18 Identifying the everyday things that affect feelings and the importance of expressing how we feel. H19 Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. H20 Identifying strategies that they could use to respond to feelings. H21 Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others. H22 Recognising that anyone can	R1 Recognising that there are different types of relationships. R3 Understanding what marriage and civil partnership means. R4 Understanding that forced marriage is a crime. R5 Recognising different types of loving, caring and committed relationships. R6 Identifying the difference between healthy/unhealthy relationships. R7 Recognising and respecting that there are different family structures. R8 Recognising the characteristics of healthy family life.	L1 Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2 Recognising there are human rights, that are there to protect everyone. L3 Understanding the relationship between rights and responsibilities. L4 Identifying the importance of having compassion towards others. Explaining how to show care/concern. L5 Identifying ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment.	R20 Identifying strategies to respond to hurtful behaviours. R21 Describing what discrimination means and how to challenge it. R30 Recognising that our own behaviour can affect other people. R31 Describing how to respect others. R32 Respecting/recognising the differences/similarities between people. R34 Debating topical issues with respect. L4 Identifying the importance of having compassion towards others. L8 Discussing diversity: what it means; the benefits of living in a diverse community.

	active/inactive lifestyle. H8 Identifying routines that support good quality sleep; he effects of lack of sleep. H9 Understand the importance of personal hygiene and how to maintain it. H11 Identifying good oral hygiene; the impact of lifestyle choices on dental care. H12 Identifying how to keep safe from sun damage and reduce the risk of skin cancer. H13 Identifying strategies for managing/ balancing time online/offline. H14 Identifying how and when to seek support if they are worried about their health. H16 Identify strategies and behaviours that support mental health.	R25 Identifying strategies to respond to unwanted touch. R30 Recognising that our own behaviour can affect other people.	experience mental ill health. H24. Identifying strategies for dealing with emotions, challenges and change. H29. Identifying how to reframe unhelpful thinking.	R9. Recognising how to seek advice if family relationships make them unhappy. R10 Identifying the strategies to build positive friendships and how friendship can support wellbeing. R11 Identifying what constitutes a positive healthy friendship. R14 Comparing the difference between healthy/ unhealthy friendships. R16 Exploring how friendships can change and the benefits of having different types of friends.		L10 Understanding prejudice. L12 Exploring how to make safe, reliable choices from search results. H25 Identifying what contributes to who we are. H26 Understanding that for some people gender identity does not correspond with their biological sex. H27 Recognising their individuality and personal qualities. H28 Identifying personal strengths, skills, achievements and interests
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