



PSHE RSE Progression Overview

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Safe	Money Matters	Being Me	Changes	Growing Up	Drug Education
EYFS	PSED (SR) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED (MS) • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding	PSED (SR) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. UttW (P&P) • Talk about the lives of the people around them and their roles in society.	PSED (SR) Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	PSED (MS) Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge UttW (NW) Understand some important processes and changes in the natural world around them, including the	PSED (MS) Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.	PSED (MS) Explain the reasons for rules, know right from wrong and try to behave accordingly.

	the importance of healthy food choices.			seasons and changing states of matter.		
	3- 4-year-olds - Increasingly follow rules, understanding why they are important. - Show more confidence in new social situations. Children in reception - Identify and moderate their own feelings socially and emotionally. - 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 - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Play with one or more other children, extending and elaborating play ideas. - Show interest in different occupations. Children in reception	3- 4-year-olds - Show more confidence in new social situations. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. Children in reception - See themselves as a valuable individual. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge.	3- 4-year-olds - Understand the key features of the life cycle of a plant and an animal. - Talk about the differences between materials and changes they notice. Children in reception - See themselves as a valuable individual. - Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.	3- 4-year-olds - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Begin to make sense of their own life-story and family's history. Children in reception - See themselves as a valuable individual. - Manage their own needs such as personal hygiene.	3- 4-year-olds - Develop their sense of responsibility and membership of a community. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. Children in reception - See themselves as a valuable individual. - Know and talk about the different factors that

		• Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge.		• Understand the effect of changing seasons on the natural world around them.		support their overall health and wellbeing.
KS1	H28 Talking about rules and age restrictions that keep us safe. H29 Recognising risk and what action to take to minimise harm. H30 Describing how to keep safe at home. H32 Describing ways to keep safe in familiar/unfamiliar environments. H33 Talking about the people whose job it is to help keep us safe H34 Explaining basic rules to keep safe online.	L10 Understanding what money is. L11 Recognising that people make different choices about how to save/spend money. L12 Recognising the difference between needs and wants. L13 Understanding how money can be looked after. L14 Identifying that everyone has different strengths. L15 Understanding	L4 Recognising the different groups they belong to. L14 Identifying that everyone has different strengths. R23 Recognising the ways in which they are the same and different to others. H21 Recognising what makes them special. H22 Identifying the ways in which we are all unique. H23 Identifying what they are good at, what they like and dislike.	H13 Recognising that feelings can affect the way we think, feel and behave. H16 Recognising ways of sharing feelings. H18 Identifying ways to manage big feelings. H19 Recognising when we need help and understand how to ask for help.	H5 Identifying simple hygiene routines that can stop germs from spreading. H20 Identifying feelings associated with change/loss. H21 Recognising what makes them special. H22 Talking about the ways in which we are all unique. H25 Naming the main parts of the body including external genitalia. H26 Explaining how people's needs change as they grow from young to old. R13 Recognising and understanding the	H1 Identifying different ways to keep healthy. H5 Demonstrating simple hygiene routines that can stop germs from spreading. H6 Understanding how medicines can help people to stay healthy. H11 Naming different feelings. H28 Talking about rules and age restrictions that keep us safe. H31 Understanding that household

LKS2	H13 Identifying strategies for balancing time online/offline. H37 Identifying reasons for following age regulations and restrictions. R12/H38 Identifying how to predict, assess and manage risk in different situations. H39 Understanding what they can do reduce risks and keep safe. H41 Identifying strategies for keeping safe in the local environment. H42 Identifying strategies for keeping safe online. H43 Demonstrating basic techniques for dealing with common injuries. H44 Understanding how to respond in	L17 Understanding the different ways to pay for things. L18 Identifying that people's attitudes towards saving/spending is different. L19 Recognising that people's spending decisions can affect others and the environment. L20 Recognising that people make spending decisions based on needs and wants. L21 Recognising different ways of keeping track of money. L24 Identifying the ways that money can impact on people's feelings.	L6 Identifying the different groups that make up their community. L7 Identifying the different contributions that people/groups make to the community. L8 Explore diversity: what it means; the benefits of living in a diverse community. L10 Recognising behaviours/actions which discriminate against others. L25 Recognising positive things about themselves/achievements. H25 Identifying what contributes to who we are. R30 Recognising that our own behaviour can affect other people. R32 Recognising the differences and similarities between people. R33 Listening to and responding respectfully	H17 Recognising that 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. H21 Recognising the signs when someone may be struggling and understand how to seek support. H23 Discussing change and loss, and how these can affect	H9 Understanding that everyday hygiene routines can limit the spread of infection. H25 Identifying what contributes to who we are. H27 Recognising their individuality and personal qualities. H28 Identifying personal strengths, skills, achievements and interests. H30 Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. H31 Identifying the physical and emotional changes that happen when approaching/during puberty. H32 Identifying the importance of keeping clean and	H4 Recognising that habits can have both positive/negative effects on a healthy lifestyle. H10 Understanding how medicines, when used responsibly, contribute to health. H38. Identifying how to predict, assess and manage risk. H39 Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe. H40 Understanding the importance of taking medicines correctly and
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an emergency situation. R22 Understanding privacy and personal boundaries. R23/R24 Recognising on-line risks. R25 Recognising acceptable/unacceptable physical contact. R26 Understanding about seeking and giving permission R28 Recognising pressure from others. L11- L16 Recognising ways in which the internet and social media can be used both positively/negatively.	L30 Identifying some of the skills that may help them in their future careers.	to a wide range of people.	feelings, thoughts and behaviours. H24 Identifying strategies for dealing with emotions, challenges and change. H36 Identifying strategies to manage transitions between classes and key stages.	how to maintain personal hygiene. H33 Understanding the human life cycle. R22 Understanding privacy and personal boundaries. R26 Recognising what seeking and giving permission (consent) means. R29 Explaining where to get advice or report concerns if worried. L9 Learning about stereotypes.	using household products safely. H41 Identifying strategies for keeping safe. H44 How to respond and react in an emergency situation. H46 Learning about the risks and effects of legal drugs common to everyday life.
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Clued Up for Growing Up – Covered in Summer 1 ‘Growing Up’

H14 how and when to seek support if they are worried about their health, **H17** to recognise that feelings can change over time and range in intensity., **H18** about everyday things that affect feelings and the importance of expressing feelings, **H19** about different vocabulary to use when talking about feelings; about how to express feelings in different ways **H20** how to manage and respond to feelings appropriately, **H27** that they are unique and special. They can name their personal qualities, **H30** the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction, **H31** about the physical and emotional changes that happen when approaching and during puberty, **H33** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born.**H34**

about where to get more information, help and advice about growing and changing, especially about puberty, **H35** about the new opportunities and responsibilities that increasing independence may bring, **H37** some reasons for following and complying with rules and restrictions., **H38** how to predict, assess and manage risk in different situations., **H41** about strategies for keeping safe in the local environment or unfamiliar places

L1 about reasons for rules and laws; consequences of not adhering to rules and laws, **L2** about human rights, and understand that they are there to protect everyone, **L3** about the relationship between rights and responsibilities, **L4** about the importance of having compassion towards others; how to show care and concern for others, **L6** about the different groups that make up their community; what living in a community means, **L7** about the different contributions that people and groups make to the community., **L8** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities, **L9** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotype, **L10** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to prejudice if witnessed or experienced, **L26**, about a range of different jobs/ careers that people can have; that people often have more than one career/type of job during their life **L27** about stereotypes in the workplace and that a person's career aspirations should not be limited by them, **L30** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation, **L31** how to explore the kind of job that they might like to do when they are older

R1 that there are different types of relationships, **R2** 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., **R3** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong., **R5** 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, **R6** that a feature of positive family life is caring relationships; about the different ways in which people care for one another, **R7** that there are different types of family structure; that families of all types can give family members love, security and stability, **R8** about shared characteristics of healthy family life **R9** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice., **R21** about discrimination, what it means and how to challenge it, **R29** where to get advice and report concerns if worried about their own or someone else's personal safety (including online.), **R32** about respecting the differences and similarities between people Pupils can recognise what they have in common with others e.g. physically, in personality or background. **R33** how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to your own. **R34**, . how to discuss and debate topical issues. Pupils know how to respect other people's point of view and constructively challenge those they disagree with.

UKS2	H38 Identifying how to predict, assess and manage risk in different situations.	L21 Understanding different ways to	L6 Identifying the different groups that make up their community.	H17 Recognising that feelings can change	H27 Recognising their individuality and personal qualities.	H4 Recognising that habits can have both positive
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H39 Understanding what hazards may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. H41 Identifying strategies for keeping safe in the local environment or unfamiliar places. H42/ R29 Identifying strategies for keeping safe online. H43 Demonstrating basic techniques for dealing with common injuries. H44 Demonstrating how to respond/react in an emergency situation. R23 Recognising on-line risks, harmful content/behaviours and how to report concerns. R28 Can recognise pressure from others.	keep track of money. L22 Understanding the risks associated with money and ways of keeping money safe. L23 Identifying the risks involved in gambling activities. L24 Identifying the ways that money can impact on people's emotions. L25 Recognising positive things about themselves and can set goals. L26 Identifying there is a broad range of different jobs/careers. L27 Exploring what is meant by stereotypes. L28/29 Recognising that there are many factors which may	L7 Describing the different contributions that people/groups make to the community. L8 Discussing diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities. L10 Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced. L25 Recognising positive things about themselves/achievements and can set goals. H25 Identifying what contributes to who we are. R30 Recognising that our own behaviour can affect other people. R32 Respecting and recognising the differences and similarities between people.	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. H21 Recognising the signs when someone may be struggling and how to seek support. H23 Discussing change and loss, and how these can affect feelings, thoughts and behaviours.	H28 Identifying personal strengths, skills, achievements and interests. H30 Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. H31 Identifying the physical and emotional changes that happen when approaching/ during puberty. H32 Identifying the importance of keeping clean and how to maintain personal hygiene. H33 Understanding the human life cycle. H34 Identifying where to get advice. H35 Recognising the responsibilities growing up brings. R2 Recognising that people may be attracted to someone	and negative effects on a healthy lifestyle. H44 How to respond in an emergency situation. H46 Exploring the risks/effects of legal drugs common to everyday life. H47 Recognising that there are laws surrounding the use of legal drugs. H48 Exploring why people choose to use or not use drugs. H49 Recognising the mixed messages in the media. H50 Identifying the people they can talk to if they have concerns. R15 Identifying strategies to manage peer
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	L11- L16 Recognising ways in which technology can be used positively and negativity and identifying ways to stay safe.	influence a person's job or career choice. L30 Recognising some of the skills that will help them in their future careers. L31 Identifying the kind of job that they might like to do when they are older. L32 Recognising a variety of routes into careers.	R33 Listening to and responding respectfully to a wide range of people.	H24 Identifying strategies for dealing with emotions, challenges and change. H36 Identifying strategies to manage transitions between classes and key stages.	emotionally, romantically and sexually. R26 Recognising what seeking and giving permission (consent) means. R29 Explaining where to get advice or report concerns if worried. L11 Recognising ways in which social media can be used positively and negatively. L16 Identifying how images on social media can be manipulated.	influence and the desire for peer approval.
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Clued Up for Growing Up – Covered in Summer 1 'Growing Up'

H1 how to make informed decisions about health , **H4** how to recognise that habits can have both positive/negative effects on a healthy lifestyle, **H9** how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it., **H14** how and when to seek support if they are worried about their health., **H17** to recognise that feelings can change over time and range in intensity, **H18** about everyday things that affect feelings and the importance of expressing feelings., **H27** that they are unique and special. They can name their personal qualities, **H28** about their personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth., **H30** the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. **H3** about the physical and emotional changes that happen when approaching and during puberty **1**, **H32** about how hygiene routines change during the time of puberty; how to maintain personal hygiene. **H33**. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born., **H34** about where to get more information, help and advice about growing and changing, especially about puberty. **H35**. about the new opportunities and responsibilities that increasing independence may bring,

L2 about human rights and understand that they are there to protect everyone. **L3** about the relationship between rights and responsibilities., **L4** about the importance of having compassion towards others; how to show care and concern for others. **L6** about the different groups that make up their community; what living in a community means., **L7** about the different contributions that people and groups make to the community, **L8** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. **L9** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes., **L10** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to prejudice if witnessed or experienced., **L25** about and share the positive things about themselves and their achievements; set goals to help achieve personal outcomes, **L26** about a range of different jobs/ careers that people can have; that people often have more than one career/type of job during their life., **L27** about stereotypes in the workplace and that a person's career aspirations should not be limited by them., **L30** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation, **L31** how to explore the kind of job that they might like to do when they are older.

R1 that there are different types of relationships, **R2** 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., **R3**. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong., **R5** 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., **R6** that a feature of positive family life is caring relationships; about the different ways in which people care for one another. **R7** that there are different types of family structure; that families of all types can give family members love, security and stability, **R8** about shared characteristics of healthy family life. **R9** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice, **R10** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. **R11** what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to face relationships., **R13** about the importance of seeking support if feeling lonely or excluded., **R14** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them., **R16** how friendships can change over time, about making new friends and the benefits of having different types of friends, **R17** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. **R18**. how to recognise if a friendship (online or offline) is making you feel unsafe or uncomfortable; how to manage this and ask for support if necessary., **R21** about discrimination, what it means and how to challenge it., **R25** about different types of physical contact; what is acceptable/ unacceptable; strategies to respond to unwanted physical contact., **R26** about seeking and giving permission (consent) in different situations. **R28** how to recognise pressure from others and strategies for managing this, **R29** where to get advice and report concerns if worried about their own or someone else's personal safety (including online.), **R31** about the importance of self-respect and how this can affect your thoughts and feelings about yourself. Pupils know strategies to improve or support courteous, respectful relationships. **R32** about respecting the differences and similarities between people Pupils can recognise what they have in common with others e.g. physically, in personality or background., **R33** how to listen and respond respectfully to a wide range of people, including those whose

traditions, beliefs and lifestyle are different to your own., **R34** how to discuss and debate topical issues. Pupils know how to respect other people's point of view and constructively challenge those they disagree with.