



PSHE PROGRESSION MAP (Nursery - Y6)

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Red = existing objective matching RSE needs

Blue = 2025 updated DFE guidance

Yellow = links to online

Intent:

Our curriculum provides our pupils with the knowledge, understanding and emotions needed to be able to play an active role in today's society. We want them to have high aspirations and a belief in themselves. They develop confidence in sharing their own thoughts and opinions with others, skills and attributes to keep themselves healthy and safe and an attitude of a responsible global citizen that can show tolerance of others beliefs, religions and life choices.

In each year, pupils will be learning to:

	Nursery	Reception PSED ELG underlined	1	2	3	4	5	6
Health and wellbeing (Covers mental health, physical health)	talk about their feelings using words like happy, sad, angry or worried develop appropriate ways of being assertive select activities and resources with help to reach a goal seek support when needed from a familiar adult or object express their needs express their preferences. follow own interests when selecting	see themselves as a valuable individual <u>show sensitivity to their own needs</u> <u>identify and express their own feelings</u> (eg happy, hurt or upset) <u>explain why they feel certain emotions.</u> <u>moderate their own feelings socially and emotionally</u> <u>show resilience and perseverance in the face of challenge</u> <u>set and work towards simple goals</u>	recognise a wider range of feelings (eg scared, sad, proud, calm, angry, worried, embarrassed) Ask for help if they are worried about something Recognise what they are good at	take responsibility for their actions understand that their actions have consequences use simple strategies to manage feelings e.g time out identify feelings associated with change or loss describe their feelings to others set more complex day to day goals	Know that images in the media do not necessarily reflect reality Know about the kinds of change including death that happen in life and the feelings associated with this <i>Know about feeling negative pressure and how to manage this</i> Recognise their worth by identifying positive things	<i>Understand that people can experience conflicting feelings at the same time.</i> know that mental health is part of physical health Understand that people can get help for mental health just like physical health Understand the benefits of physical exercise and the outdoors on mental health Understand the benefits of community participation and	Recognise that images in the media can distort reality Describe how the media can affect how people feel about themselves Describe the range and intensity of their feelings to others Manage complex or conflicting emotions Understand that acknowledging mistakes can help people to move on. Understanding the importance of sleep	Know how to resist unhelpful pressure and ask for help recognise warning signs about mental health and wellbeing know how to seek support for themselves and others Know how to improve self esteem/self care (eg hobbies, rest, time with people) Understanding the importance of physical activity & mental health

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activities to participate in	be able to wait for what they want	be able to control their immediate impulses	be confident to try new activities and show independence	manage dressing	manage going to the toilet and washing hands	know we need physical activity to be healthy	know we need sleep and rest to be healthy	know we need to choose the right foods to be healthy	know we need to brush our teeth to be healthy	know we need sensible screen time to be healthy	know we need to stay on the pavement	know we need to stop quickly on a scooter or cycle	know germs are things that can make us ill	know why hygiene is important	Understand about the importance of school rules for health and safety	volunteering on mental health	Set a personal goal	Know age restrictions that keep us safe, for alcohol and smoking
start to eat independently													know we wash hands before eating and after going to the toilet to stop germs spreading	Make healthy choices about food.	Know that advertising can influence their choices about food	know how to maintain good oral hygiene	Know that some drugs such as alcohol and tobacco can become a habit	Know age restrictions that keep us safe, for alcohol and smoking
use a knife and fork													know we use hand sanitisers to stop germs spreading	Know exercise makes it less likely we get some diseases	Know that mobile phones that can access the internet have the same risks as computers	know how to maintain good oral hygiene	Know that habits like a lot of screen time or gambling can also be hard to stop.	Describe some of the health risks caused by vaping & understand that there are potential health risks of vaping that are not yet fully known
be increasingly independent as they get dressed and undressed													Know sleep helps our bodies recover and get ready for the next day	Know exercise should be part of daily and weekly routine	Apply science knowledge to understand the idea of a balanced diet	know basic first aid	Benefits of a balanced lifestyle.	
be increasingly independent in using the toilet, washing and drying hands													Know household products can be harmful if not used correctly	Know how people's needs change. E.g babies grow up and become independent	Know our lives should be in balance eg rest, sleep, work, play, exercise, eating	Know about keeping safe in the local environment	Informed choices regarding a healthy lifestyle, including nutrition.	
start to brush teeth independently													Know medicines can be harmful if not used correctly	Know age restrictions that keep us safe, for social media, computer games and films	Know some drugs are common in everyday life (medicines, caffeine, alcohol and tobacco)	define the terms 'danger', 'risk' and 'hazard' and explain the difference between them	Understand the link between hygiene, bacteria and viruses.	
start to understand fruit is healthy but too many sweets are not													know how to use road crossings	know age restrictions that keep us safe, for social media, computer games and films	Know our lives should be in balance eg rest, sleep, work, play, exercise, eating	identify situations which are either dangerous, risky or hazardous	Know about allergies and how to get help in an emergency.	
													know the Green Cross Code	Know about people who help them keep safe eg police, school	To think about screen usage and understand that online gaming can be addictive.	Describe some of the possible outcomes of taking a risk.		
													To recognise the					

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					staff	Know taking too much of these drugs is dangerous			
Relationships RSE (Covers general relationships, sexual relationships, legal basis)	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 extend and elaborate play ideas with other children help to find solutions to conflicts and rivalries Begin to understand how others might be feeling Talk to others to resolve conflicts	Build constructive and respectful relationships with adults Build constructive and respectful relationships with peers think about the perspectives of others show sensitivity to others' needs. consider the feelings of others and respond accordingly name and describe people who are familiar to them show good manners, please, thank you	dangers associated with railways and level crossings and explain how to stay safe. know that too much sun can cause sun damage to skin To explore how screen use can make us feel and learn how to make healthy and sensible choices.	know how to dial 999 and what to say in an emergency (including own address) To identify dangers around water and explain how to stay safe by following the Water Safety Code.	Respond to how others are feeling understand everyone is equal Know that bullying is being nasty to someone repeatedly on purpose Recognise their worth by identifying positive things	Know about some things that makes a healthy friendship (eg truthfulness, trust, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties) Know that healthy friendships are positive and welcoming towards others so do not make others feel lonely or excluded. Know the importance of permission-seeking and giving, in relationships with friends, peers and adults.	Friendships. Recognise when a friendship is unhealthy Understand that most friendships have ups and downs Understand that problems with friends can often be worked through so that the friendship is repaired or even strengthened. Recognise that roles people take in different groups change eg leader, follower understand the roles they take on in different situations use negotiation to resolve disputes and	Respect. Know about times when it appropriate and necessary to break a confidence know what makes a positive, healthy relationship (eg as in friendships) know that mutual respect is important in all relationships Know practical steps they can take in a range of different contexts to improve or support respectful relationships. Know self-respect is important and links to happiness Know principles of	

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understand the need to share and take turns with others	give eye contact <u>Work and play cooperatively</u> (Link to PE) <u>know when to take turns</u> (Link to PE) <u>form positive attachments to adults</u> <u>form friendships with peers</u>	Know what to do if teasing and bullying is happening to themselves and others		to-face Know how to maintain good friendships Understand how actions can affect ourselves and others Recognise all forms of Bullying To understand that aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult. Recognise dares know that resorting to violence is never right.	conflict use compromise and alternatives to resolve disputes and conflict Give helpful feedback and support to others	respect apply online as well as face-to-face
What to do and who to talk to if they feel unsafe online	Use the correct names for the main parts of the body of boys and girls including external genitalia (e.g. vulva, penis, testicles)- changed from text to bold	Understand about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid Know about privacy Respect the privacy of others Know about appropriate and inappropriate touch Know that bodies	Know about the right to privacy (online) (personal) Know about the importance of keeping personal boundaries Know what to consider before sharing pictures of themselves and others online Understand that once something is posted online and shared	Understand the importance of privacy and location settings to protect information online Judge whether physical contact is acceptable or unacceptable Know how to respond to unacceptable physical contact Know that unacceptable physical contact is not the victim's fault	Relationships and Puberty. Use terms vulva, vagina, penis and testicles accurately label male and female body parts including reproductive organs know about the menstrual cycle know about wet dreams know the emotional	Relationships and Puberty. link between changes at puberty, sexual intercourse and the start of a baby know age restrictions for sexual intercourse know that a baby depends on an adult to meet its basic needs know that a baby's needs include the emotional and

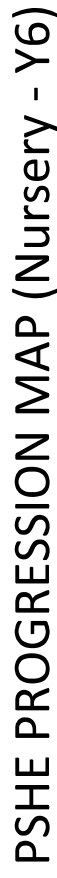
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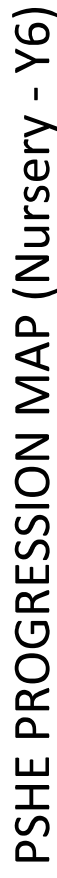
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	and feelings can be hurt	there is no way to delete it permanently;	know that personal hygiene is important	changes that take place at puberty	financial
				know about different feelings and emotions during puberty e.g. crushes understand feelings will include highs and lows <i>know that puberty occurs at different times for different people and explain why.</i> know that during puberty certain parts of the body need to be kept clean know which products to buy to keep clean. Know about different types of relationships (friends, families, couples, marriage, civil partnership, same sex) Know age restrictions for marriage and civil partnership Understand relationships are personal and there is no need to feel pressured to have a boyfriend/girlfriend	Know about committed loving relationships (including marriage and civil partnership) Know that marriage and civil partnership are intended to be lifelong Know that marriage, arranged marriage and civil partnership is between two people who willingly agree

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develop their sense of responsibility name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules	or actions. follow class routines and rules e.g line up eat with other children following mealtime rules follow rules for holding hands and crossing the road when walking <u>Give a reason for having a rule</u> <u>Know right from wrong in straightforward circumstances</u> <u>Try to do the right thing rather than the wrong thing</u> Name some hazards and ways to stay safe inside Name some hazards and ways to stay safe outside.			Understand the qualities someone needs to be on the school council	understand what a political party is know that at 18 you have a right to vote for party to lead the government	Understand how to plan to develop talents Understand the concept of 10,000 hours of practice Manage time Describe ways to work with others to achieve goals. Identify key skills that will help in future careers. Understand that gender, race and social class do not determine what jobs people can do.	wellbeing e.g gambling, debt be a critical consumer and know about good value Understand 'loan, interest and debt Know that people pay 'tax' to contribute towards society recognise routes into careers
		Know about respecting the needs of ourselves and others	respect the needs of ourselves and others Understand some ways we are the same as other people (eg the same physical and emotional needs)	Appreciate difference and diversity (people living in the UK) Know about what is meant by 'stereotypes'	know what a stereotype is know how a stereotype can be unfair, negative and destructive		

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					understand the importance of respect for differences between people						
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