



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



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		know we need to stop quickly on a scooter or cycle	know the Green Cross Code To recognise the 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 about people who help them keep safe eg police, school staff 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.	life (medicines, caffeine, alcohol and tobacco) Know taking too much of these drugs is dangerous			
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Relationships RSE <i>(Covers general relationships, sexual relationships, legal basis)</i>	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 understand the need to share and take turns with others	Build constructive and respectful relationships with adults Build constructive and respectful relationships with peers think about the perspectives of others <u>show sensitivity to others' needs.</u> <u>consider the feelings of others and respond accordingly</u> name and describe people who are familiar to them show good manners, please, thank you give eye contact <u>Work and play cooperatively (Link to PE)</u> <u>know when to take turns (Link to PE)</u> <u>form positive attachments to adults</u>	know about friendship and how to be a good friend recognise if someone is feeling lonely or left out know that sometimes there is conflict with a friend that can be resolved Understand there are different types of touch, touches that make us uncomfortable. Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.)	Recognise how other people are feeling Understand how different types of behaviour may make others feel (eg good manners, bad behaviour in playground, listening/not listening to someone, saying 'I don't like you') Know that bullying is being nasty to someone several times on purpose Understand that there are different types of bullying, including online. Know that hurtful teasing and bullying is wrong Know what to do if teasing and bullying is happening to themselves and others	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. Know principles of permission apply online as well as face-to-face Know how to maintain good friendships Understand how actions can affect ourselves and others Recognise all forms of Bullying	<u>Friendships.</u> 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 conflict use compromise and alternatives to resolve disputes and conflict Give helpful feedback and support to others	<u>Respect.</u> 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 respect apply online as well as face-to-face
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		<u>form friendships with peers</u> What to do and who to talk to if they feel unsafe online				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.		
			Use the correct names for the main parts of the body of boys and girls including external genitalia (e.g. vulva, penis, testicles)- <i>changed from text to bold</i>	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 and feelings can be hurt	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 there is no way to delete it permanently;	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 know that personal hygiene is important	<u>Relationships and Puberty.</u> 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 changes that take place at puberty know about different feelings and emotions during puberty e.g. crushes understand feelings will include highs and low	<u>Relationships and Puberty.</u> 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 financial Know about committed loving relationships (including marriage and civil partnership) Know that marriage and civil partnership are intended to be lifelong



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							<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 the correct use of the terms sex, gender identity and sexual orientation	Know that marriage, arranged marriage and civil partnership is between two people who willingly agree
				Understand that others' families may	Understand how to recognise if family	Understand that relationships in the		



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				look different to their family (single parent, foster parent, grandparents, two mums, two dads etc) Understand we should respect differences between families	relationships are making them feel unhappy or unsafe, and how to seek help.	family are developed by spending time together and sharing each other's lives Understand families try to be committed to each other Understand stable, caring relationships are important for children's security growing up.		
Living in the wider world <i>(covers community, rules and opinions, appreciating difference, finance and careers)</i>	understand they are part of the school/nursery community	talk about members of their immediate family talk about members of their community	Name groups or communities they belong to (eg family, school). Realise that people have responsibilities Understand families can give love and make people feel secure	Understand that people should look after the natural environment Look after the school environment	Know about their responsibilities, rights and duties (home, school and the environment) Understand about resolving differences – agreeing and disagreeing	Understand that everyone has human rights (and that children have their own set of human rights) Know about the UN declaration on the Rights of the Child Know we are part of local, national and global communities Know about who works with the local community	<u>Law and Human Rights.</u> Understand about the importance of human rights (and the Rights of the Child) Understand that human rights overrule any beliefs, ideas or practices that harm others know why laws and rules are made know the importance of the rule of law know how laws and rules are made in parliament Appreciate the range	<u>Diverse Britain.</u> know that there is local and national government Discuss the terms democracy and human rights in relation to local and national government. Know about the lives, values and customs of people living in the UK Identify some consequences of prejudice behaviour (racism, sexism) Understand some ways they can combat prejudiced behaviour



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							of national, regional, religious and ethnic identities of people living in the UK	Be critical of what they see and read in the media
							Know that resources are allocated and the effect this has on individuals, communities and the environment	critically consider information they choose to forward to others
							Explain their views on issues that affect society as well as themselves	
							research, discuss and debate issues concerning health and wellbeing	
increasingly follow rules	<u>Give focused attention to what the teacher says</u>	Know the class rules and why they are important	Help to make class rules	Understand how to discuss and debate issues concerning health and wellbeing	Know that democracy means having a say in who the leaders are	<u>Dreams and Goals</u>	Identify my strengths.	<u>Money Matters</u>
understand why rules are important	<u>Respond appropriately to an adult even when engaged in activity</u>	Elect someone to the school council	Share opinions on things that matter to them	Know about the ways in which rules and laws keep people safe	know that we live in a democratic society	Understand how to set achievable targets.	Know how finance plays an important part in people's lives	
not always need an adult to remind them of a rule	<u>follow instructions involving several ideas or actions.</u>	vote for a resolution to a class issue	explain their views	Understand the qualities someone needs to be on the school council	know that leaders are elected	Explain the concept of work ethic	know how the wrong choices can affect wellbeing e.g gambling, debt	
develop their sense of responsibility	follow class routines and rules e.g line up				understand what a political party is	Understand how to plan to develop talents	be a critical critical consumer and know about good value	
name things in the environment that keep us safe e.g. traffic	eat with other children following mealtime rules				know that at 18 you have a right to vote for party to lead the government	Understand the concept of 10,000 hours of practice	Understand 'loan, interest and debt	
						Manage time		



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	lights, warning signs, school 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.					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.	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) understand the importance of respect for differences between people	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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	show interest in different occupations		Know that money is earned by working. Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.	Understand how to keep money safe identify the people who work in their community	Understand budgeting is planning ahead what money you will need Understand what saving up money is Understand different ways of saving up money	Identify a range of jobs and careers with the skills the jobs need Understand what a bank or building society account is for Understand that money can be transferred electronically between accounts Think about the risks related to online gaming (financial harms)		
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