



## Progression Map – PSHE

<i>Strands</i>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
Relationships	Children can explain different ways that family and friends should care for one another.	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).	To recognise what constitutes a positive, healthy relationship. They know what a friend is and does.	Children can explain how their actions have consequences for themselves and others.	They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.	Communicating
Valuing Difference	Children can discuss their families and say why they are important and special to them.	They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring)	Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the	They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as	Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions



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			views of others including gender identity.		bullying and racism on individuals and communities.	and explaining choices. Understand and describe what democracy is, institutions that support it locally and nationally and how it happens
Mental and Physical Health and Wellbeing	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p>	<p>Children can recognise their strengths and weaknesses as well as likes and dislikes. They can use this to set simple but challenging goals.</p> <p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy (for example by choosing between different foods and</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness).</p> <p>Children can make choices about how to develop healthy Lifestyles including hygiene.</p>	<p>Children can explain how the media presents information and recognise the impact on decisions.</p> <p>Children can make choices about how to develop healthy Lifestyles including a balanced diet.</p>	<p>They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations including online.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>	<p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>



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	Children can explain ways of keeping clean.	between physical activities).				
Living in the Wider World	Understand what improves and what harms their local, natural and built environments and contribute to looking after them.	Understand what improves and what harms their local, natural and built environments and contribute to looking after them.	To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.	To learn what being part of a community means, and about the varied institutions that support communities locally and nationally.	To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.	To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.