

PSHE Progression Map for Relationships Education, Health Education, Wider World and Economic Awareness 2022/2023

Relationships Education	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Families and people who care for me 	Talk about members of their immediate family and community. See themselves as a valuable individual.	That families are important for children growing up because they can give love, security and stability	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Caring friendships 	Build constructive and respectful relationships. Create collaboratively, sharing ideas, resources and skills.	How important friendships are in making us feel happy and secure, and how people choose and make friends.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.	How to manage conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships 	Understand how to listen carefully and why listening is important. Think about the perspectives of others.	The conventions of courtesy and manners.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	The importance of self-respect and how this links to their own happiness. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	That in school & in wider society they can expect to be treated with respect by others, & that in turn they should show due respect to others, including those in positions of authority.

	Express their feelings and consider the feelings 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.			different preferences or beliefs.			The importance of permission-seeking & giving, in relationships with friends, peers and adults.
Online relationships (Link with computing) 	E-Safety - Asking Adults for help. Children using tablets etc.	The rules and principles for keeping safe online.	That people sometimes behave differently online, including by pretending to be someone they are not.	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	How information and data is shared and used online.
		KS1- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		KS2- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
Being safe 	Name and describe people	About the concept of privacy and the implications of it	About the concept of privacy and the implications of it for	That each person's body belongs to them	That each person's body belongs to them, and the	What sorts of boundaries are appropriate in	How to respond safely and appropriately to adults they may

	who are familiar to them. Being a safe pedestrian.	for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Wider World Outdoor safety in various environments - linked to Being Safe (Su2)	both children and adults; including that it is not always right to keep secrets if they relate to being safe.	and understand what is appropriate.	differences between appropriate and inappropriate or unsafe physical, and other, contact.	friendships with peers and others (including in a digital context).	encounter (in all contexts, including online) whom they do not know
Health Education	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Mental wellbeing  All year groups: That mental wellbeing is a normal part of daily life, in the same way as physical health.	Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. Describe what they see, hear and feel whilst outside.	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms (Computing link)  All year groups: Where and how to report concerns and get support with issues online.		For most people the internet is an integral part of life and has many benefits.	The importance of keeping personal information private.	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental wellbeing. (Taught PSHE LO)	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Physical health and fitness (PE and Science link) 	Know and talk about the different factors that support their overall health and wellbeing including regular physical activity.	The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).					
Healthy eating (Science link) 	Know and talk about the different factors that support their overall health and wellbeing including healthy eating and toothbrushing.	What constitutes a healthy diet (including understanding calories and other nutritional content).		Science link of balanced diet during 'Animals Including Humans' unit.	What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.		

					The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		
Drugs, alcohol and tobacco  The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		CWP To identify how to stay healthy. To explore when and how to take medicines safely. To identify who should be able to give us medicine.	CWP To explore substances and situations that are safe or unsafe. To be able to identify some hazardous substances. To consider safety rules for at home and at school.	CWP To consider smoking and its effects. To understand the impact of smoking and passive smoking. To know some strategies to prevent starting smoking.	CWP To understand the effect alcohol has on the body. To understand the risks related to drinking alcohol. To consider how society limits the drinking of alcohol.	CWP To explore a range of legal and illegal drugs, their risks and effects. To have considered the children's attitudes and beliefs about drug use and drug users. To have considered strategies to resist drug use.	CWP To understand the effects, risks and law relating to cannabis. To understand the risk of volatile substance abuse (VSA). To be aware of the options for getting help, advice and support.
Health and prevention 	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	The facts and science relating to allergies, immunisation and vaccination

	• sensible amounts of 'screen time' • having a good sleep routine Manage their own needs. • Personal hygiene						
Basic first aid 			How to make a clear and efficient call to emergency services if necessary.				Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Our Bodies (Changing adolescent body) (Science link) 		CWP We are all different but can still be friends. Discuss how children grow and change. Know that babies need care and support and older children can do more for themselves. Explore different types of families and who to ask for help, who can help when families make us feel unhappy or unsafe.	CWP Introduce the concept of gender stereotypes in females. Understand some people have fixed ideas on what boys and girls can do. Identify the differences between males and females including babies. Recognise that this is part of the life cycle. Explore differences between male and female animals. Understand that making a new life needs a male and a female. Focus on gender/sexual difference and start to name body parts.	CWP To identify that people are unique and respect those differences. Explore the differences between male and female bodies and name these using agreed words. Consider appropriate and inappropriate physical contact and consent. Understand that each person's body belongs to them. Understand personal space and unwanted touch.	CWP Explore the human lifecycle and identify some basic facts about puberty. Explore how puberty is linked to reproduction. Know about the physical and emotional changes that happen in puberty. Understand that children change into adults to be able to reproduce if they choose to. Explore respect in a range of relationships	CWP Explore the emotional and physical changes occurring in puberty. Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence. To understand male and female puberty changes in more detail. Understand how puberty affects the reproductive organs. Describe what happens during menstruation and sperm production.	CWP Consider puberty and reproduction. Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. Exploring the importance of communication and respect in relationships. Explain some differences between a healthy and unhealthy relationship. Know that communication and

				Explore different types of families and who to go to for help and support. Understand that all families are different and have different family members Identify who to go to for help and support.	To discuss the characteristics of healthy relationships. Know that respect is important in all relationships including online. Explain how friendships can make people feel unhappy or uncomfortable.	Explore the impact of puberty on the body and the importance of physical hygiene. Explore ways to get support during puberty.	permission seeking are important in relationships. To explore positive and negative ways of communicating in a relationship. To have considered when it is appropriate to share personal/private information in a relationship. Know how and where to get support if an online relationship goes wrong.
Wider World 	Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.	Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. (Linked to Being Safe)		Internet Safety LO taught and linked to Wider World		The purpose of government, democracy and politics	To know about the different groups of people who make up a community and what living in a community means. To value and recognise the contributions different people and groups make to a community.
Economic Awareness 	Compare numbers. Understand the 'one more		About the difference between needs and wants That sometimes people may not always be able	Earning money and jobs. Lending and borrowing.	Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	To recognise that people have different attitudes towards saving and spending money; what	

	than/one less than' relationship between consecutive numbers.		to have the things they want That money needs to be looked after; different ways of doing this		e.g. in a bank account.	influences people's decisions; what makes something 'good value for money. To recognise that people make spending decisions based on priorities, needs and wants	
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