Curriculum progression – PSHE



Covered in Journey in Love scheme
Covered in computing/ internet safety curriculum
Covered in Science Curriculum

Nursery	**Making relationships** • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like. • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers **Sense of self** • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help **Understanding emotions** • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated • Responds to the feelings of others, showing concern and offering comfort • Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants • Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.
Yr R	**Self regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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 **Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



	Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		
	1 – 2 Phase	3 – 4 Phase	5 – 6 Phase
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability • 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	• 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 marriage[13] represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not	• 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



	• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	make others feel lonely or excluded	
Respectful relationships	• 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 conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness – assertiveness (how to say no politely) • the importance of permission-seeking and giving in relationships with friends, peers and adults	• what a stereotype is, and how stereotypes can be unfair, negative or destructive • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • the importance of permission-seeking and giving in relationships with friends, peers and adults	• what a stereotype is, and how stereotypes can be unfair, negative or destructive • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness – assertiveness (how to say no politely) • Standing- by • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
Online relationships		• that people sometimes behave differently online, including by pretending to be someone they are not • 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	• 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



		anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others • about the concept of privacy including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to report concerns or abuse, and the vocabulary and confidence needed to do so	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice eg family, school and/or other sources	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact • how to respond safely and appropriately to adults they may encounter (in all contexts, inc online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice
Mental wellbeing	• that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to	• 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	• that mental wellbeing is a normal part of daily life, in the same way as physical health • 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



	different experiences and situations • how to judge whether what they are feeling and how they are behaving is appropriate • the benefits of physical exercise, and time outdoors • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • it is important for children to discuss their feelings with an adult and seek support	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of exercise, time outdoors on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	enough • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • where and how to seek support (inc recognising the triggers for seeking support), inc whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (inc issues arising online) • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits	• 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 and physical wellbeing • the importance of keeping personal information private • why some computer games and online gaming, e.g. are age restricted • that the internet can also be a negative place where online abuse,	• 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 and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, e.g. are age restricted



		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 • where and how to report concerns and get support with issues online	
Physical health and fitness	• 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)	• 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)	• 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) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• 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 (eg the impact of alcohol on diet or health)	• 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 (eg the impact of alcohol on diet or health)	• 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 (eg the impact of alcohol on diet or health)



Drugs, alcohol and tobacco	• the facts about harmful substances and associated risks		• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage • 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • 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 • 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 • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • about personal hygiene and the importance of washing • the facts and science relating to allergies, immunisation and vaccination
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
Changing adolescent body	• key facts about the body	• key facts about the body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle