



PSHE Progression in Knowledge and Skills from EYFS to Year 6

This document sets out learning opportunities from the statutory PSHE Programme of Study for key stage 1 and 2, based on three core themes: Health and Wellbeing (H), Relationships (R) and Living in the Wider World (L). It shows which statements from the non-statutory guidance, Development Matters, are prerequisites for PSHE within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the Development Matters age ranges for three and four-year-olds and reception to match the programme of study for PSHE.



The learning opportunities in *italics* are also covered by our My Happy Mind Curriculum.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Autumn - Relationships					
	Families and Close Positive Relationships					
Development Matters 3 and 4 year olds – Personal, Social and Emotional Development <i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i> Develop their sense of responsibility and	<i>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</i> <i>R2. to identify the people who love and care for them and what they do to help them feel cared for</i> <i>R3. about different types of families including those that may be different to their own</i> <i>R4. to identify common features of family life</i> <i>R5. that it is important to tell someone (such as</i>		R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-		R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

membership of a community. <i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i> <i>Show more confidence in new social situations.</i> <i>Play with one or more other children, extending and elaborating play ideas.</i> <i>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> <i>Increasingly follow rules, understanding why they are important.</i> Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. <i>Talk with others to solve conflicts.</i> <i>Talk about their feelings using words like</i>	<i>their teacher) if something about their family makes them unhappy or worried</i>		parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice			R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
Friendships						

Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<i>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</i>	<i>R11. about how people may feel if they experience hurtful behaviour or bullying</i> R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it	
	Safe Relationships					
	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	R14. that sometimes people may behave differently online, including by pretending to be someone they are not R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe <i>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of</i>	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried	R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

		<i>keeping trying until they are heard</i>	everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	strategies for managing this	about their own or someone else's personal safety (including online)	
	Respecting self and others					
	<i>R21. about what is kind and unkind behaviour, and how this can affect others</i> <i>R22. about how to treat themselves and others with respect; how to be polite and courteous</i>	<i>R23. to recognise the ways in which they are the same and different to others</i> <i>R24. how to listen to other people and play and work cooperatively</i> <i>R25. how to talk about and share their opinions on things that matter to them</i>		R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	
Spring	Spring - Living in the wider world					
	Shared Responsibilities					
Development Matters – Reception	L1. about what rules are, why they are needed, and why different rules are	L2. how people and other living things have different needs; about	L1. to recognise reasons for rules and laws; consequences of not	L4. the importance of having compassion towards others; shared responsibilities we all		

Personal, social and Emotional Development <i>See themselves as a valuable individual.</i> <i>Build constructive and respectful relationships.</i> <i>Express their feelings and consider the feelings of others.</i> <i>Show resilience and perseverance in the face of challenge.</i> <i>Identify and moderate their own feelings socially and emotionally.</i> <i>Think about the perspectives of others.</i> Manage their own needs. Communication and Language	needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment	the responsibilities of caring for them	adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities	have for caring for other people and living things; how to show care and concern for others		
	Communities					
		L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people		L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.	Media literacy & digital resilience					
	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	L8. about the role of the internet in everyday life L9. that not all information seen online is true	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe,	L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share	L11. recognise ways in which the internet and social media can be used both positively and negatively L13. about some of the different ways information and data is shared and used online,

Physical Development Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Understanding the World Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.			reliable choices from search results	at specific individuals and groups; that connected devices can share information	and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	including for commercial purposes L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
	Economic wellbeing: Money					
		L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this		L17. about the different ways to pay for things and the choices people have about this L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

						L24. to identify the ways that money can impact on people's feelings and emotions
	Economic wellbeing: Aspirations, work and career					
	L14. that everyone has different strengths L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	L15. that jobs help people to earn money to pay for things	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation		L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	
Summer	Summer - Health and Wellbeing					
	Healthy lifestyles (physical wellbeing)					

Early Learning Goals Personal, Social and Emotional Development Self-Regulation: <i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</i> <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> <i>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.</i> Managing Self: <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> <i>Explain the reasons for rules, know right from</i>	<i>H1. about what keeping healthy means; different ways to keep healthy</i> H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading H8. how to keep safe in the sun and protect skin from sun damage <i>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</i> H10. about the people who help us to stay physically healthy	<i>H4. about why sleep is important and different ways to rest and relax</i> H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	<i>H1. how to make informed decisions about health</i> <i>H2. about the elements of a balanced, healthy lifestyle</i> <i>H3. about choices that support a healthy lifestyle, and recognise what might influence these</i> <i>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</i> H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. <i>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks</i>	<i>H2. about the elements of a balanced, healthy lifestyle</i> H5. about what good physical health means; how to recognise early signs of physical illness H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	<i>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</i> H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	<i>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</i> H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
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<i>wrong and try to behave accordingly.</i>			<i>associated with an inactive lifestyle</i>			
Mental Health						
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers</i> <i>Show sensitivity to their own and to other's needs.</i> Communication and Language Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.	<i>H11. about different feelings that humans can experience</i> <i>H12. how to recognise and name different feelings</i> <i>H13. how feelings can affect people's bodies and how they behave</i> <i>H14. how to recognise what others might be feeling</i> <i>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</i>	<i>H16. about ways of sharing feelings; a range of words to describe feelings</i> <i>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</i> <i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i> <i>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</i> <i>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</i>	<i>H17. to recognise that feelings can change over time and range in intensity</i> <i>H18. about everyday things that affect feelings and the importance of expressing feelings</i> <i>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</i>			<i>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</i> <i>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</i> <i>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</i> <i>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</i> <i>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</i> <i>H24. problem-solving strategies for dealing with emotions,</i>

Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher Physical Development Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Understanding the World Past and Present Talk about the lives of people around them and their roles						challenges and change, including the transition to new schools
	Ourselves, growing and changing					
	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult	H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages Non-Statutory Sex Education identifying the links between love, committed relationships and conception What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults How pregnancy occurs i.e. when a sperm

in society						meets an egg and the fertilised egg settles into the lining of the womb
						That pregnancy can be prevented with contraception
	Keeping Safe					
	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. 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 H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to	H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	H38. how to predict, assess and manage risk in different situations H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	H38. how to predict, assess and manage risk in different situations H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

		dial 999 and what to say)				
	Drugs, alcohol and tobacco					
		H37. about things that people can put into their body or on their skin; how these can affect how people feel		H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break		H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns