

Asmall PSHE Progression Map

EYFS



EYFS follows the 1Decision 'In the Moment Planning' program covers the following ELGs *Key Knowledge

Links to Development Matters: Birth to Three	
C&L	Start to say how they are feeling, using words as well as actions.
PSED	Establish their sense of self. • Thrive as they develop self-assurance. • Feel strong enough to express a range of emotions • Begin to show 'effortful control'.
Links to Development Matters: Three & Four Year Olds	
C&L	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
PSED	Develop their sense of responsibility and membership of a community. • 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. * Find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Be increasingly independent in meeting their own care needs • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Understand gradually how others might be feeling. • Make healthy choices about food, drink, activity and toothbrushing.
PD	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips
UtW	Begin to make sense of their own life-story and family's history. • 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
Links to Development Matters: Reception	
C&L	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
PSED	See themselves as a valuable individual. • Build constructive & respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: → regular physical activity → healthy eating → toothbrushing → sensible amounts of 'screen time' → having a good sleep routine → being a safe pedestrian
PD	Further develop the skills they need to manage the school day successfully: i.e. lining up and queuing at mealtimes
UtW	Talk about members of their immediate family & community. • Recognise that people have different beliefs and celebrate special times in different ways.
Links to Development Matters: Early Learning Goals	
C&L	Listening, Attention and Understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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.
PSED	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.
PD	Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others
UtW	Past and Present • Talk about the lives of the people around them and their roles in society
PC&C	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries.

*Key Knowledge

Keeping/Staying Safe - KSS	Keeping/Staying Healthy - KSH	Relationships - REL	Growing and Changing - GAC
Being Repsonsible - BR	Feelings and Emotions - FAE	Computer Safety - CS	Our World - OW
The Working World - WW	Hazard Watch - HW	A World Without Judgement - AWWJ	Fire Safety - FS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping/Staying Safe	Baseline Assessment Road Safety • understand what I need to keep safe from • be able to recognise what may put me or others at risk • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe	Tying Shoelaces • Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices	Staying Safe Leaning Out of Windows Summative assessment • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices	Baseline Assessment Cycle Safety • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe	Peer Pressure Children's Views • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident	Water Safety Summative assessment • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident
Keeping/Staying Healthy	Baseline Assessment Washing Hands • understand what we can do to keep healthy • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices	Healthy Eating Brushing Teeth • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy	Medicine Summative assessment • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices	Baseline Assessment Healthy Living • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older	Smoking Children's Views Adults' Views • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and	Alcohol Summative assessment • identify what is a risky choice • identify the risks associated with alcohol (+ drugs - extension) • describe how alcohol can affect your immediate and future health

		• understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy		• understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle	future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke	• develop and recognise skills and strategies to keep safe
Relationships	Baseline Assessment Friendship • understand different types of relationships • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view	Bullying Body Language be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours • be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings	Touch Summative assessment • Can you name the different human body parts? • If you know of somebody who is upset about the way someone treats them, what could you do? • If you feel uncomfortable in a relationship, who could you talk to?			
Growing and Changing				Baseline Assessment Appropriate Touch (Relationships) • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us	Puberty Children's Views Adults' Views • explain what puberty means • describe the changes that boys and girls may go through during puberty	Conception Summative assessment • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems

				and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable	• identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty	• identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent
Being Responsible	Baseline Assessment Water Spillage • understand what we are responsible for • be able to recognise how responsibilities will change as we grow • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible	Practice Makes Perfect Helping Someone In Need • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them • know how you can help other people • be able to recognise kind and thoughtful behaviours and actions • understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible	Stealing Summative assessment • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and irresponsible	Baseline Assessment Coming Home on Time • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible	Looking Out for Others Children's Views Adults' Views • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way	Stealing Summative assessment • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way
Feelings and Emotions	Baseline Assessment Jealously • understand a range of emotions and how they make us feel physically and mentally • be able to recognise and name emotions and their physical effects	Worry Anger • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions	Grief Summative assessment • What are some of the reasons we might feel or experience grief? • What other kinds of feelings could we experience if we were feeling grief?	Baseline Assessment Jealousy • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good	Anger Children's Views Adults' Views • recognise that everyone experiences emotions and that these can have physical effects on our	Worry Summative assessment • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry

	• know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words	• learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words	• What could you do if you feel sad about losing someone or something? • How could you help someone who is experiencing grief? • How can we manage other difficult emotions, such as worry, anger, and jealousy?	• describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy	body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger	• explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
Computer Safety	Baseline Assessment Online Bullying • understand computers, the internet, and rules to keep safe • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments	Image Sharing Computer Safety Documentary • understand how your online actions can affect others • be able to name the positive and negative ways you can use technology • know the risks of sharing images without permission • understand the types of images that you should and should not post online • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe	Making Friends Online Summative assessment • If you are worried or unsure about something you see online, what could you do? Who could you speak to? • If you receive a message online from someone you do not know, what could you do? • If someone was worried about something they had seen online, how could you help them?	Baseline Assessment Online Bullying • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help	Image Sharing Children's Views Adults' Views • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online	Making Friends Summative assessment • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online
Our World	Baseline Assessment Growing In Our World	Living in Our World Working In Our World	Looking After Our World Summative assessment			

	• understand how we care for others • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique	• understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs	• be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint			
The Working World				Baseline Assessment Chores at Home • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles	Enterprise Children’s Views Adults’ Views • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise	Adults’ Views Summative assessment • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
Hazard Watch	Baseline Assessment	Summative assessment Is It Safe To Eat or Drink?				

	Is It Safe To Play With? • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings					
A World Without Judgement				Baseline Assessment Breaking Down Barriers • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality	Inclusion and Acceptance Children’s Views Adults’ Views • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion	British Values Summative assessment • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion
Fire Safety	Baseline Assessment Hoax Calling • know what a ‘hoax call’ is and why it can be risky • understand why our emergency services are an important part of our community	Petty Arson Texting Whilst Driving • understand the importance of being responsible and how our actions/choice can affect others • be able to recognise how drivers can be distracted	Enya and DeeDee Visit The Fire Station Summative assessment • be able to practise simple ways of staying safe and finding help • be able to show my knowledge of fire safety to others			
First Aid				Baseline Assessment First Aid - Year 4 • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • identify the signs of an asthma attack or choking • identify the signs of an allergic reaction	First Aid - Year 5 • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • know when to call for emergency help	First Aid - Year 6 (Part 1) • identify a range of situations that may require first aid • understand how to support someone with a minor or serious head injury • understand how to support someone who is having a seizure

		and anaphylactic shock • understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is struggling to breathe		• understand how to support someone with a severe bleed • know when to call for medical help First Aid - Year 6 (Part 2) • identify a range of situations that may require first aid • understand how to support someone with a minor burn or scald • understand how to support someone who is having a heart attack • understand how to support someone with a fractured bone • know when to call for medical help
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