



PSHE

Progression Map

PSHE PROGRESSION MAP



Vocabulary

- Safe
- Behaviour
- Choices
- Compare
- Affect
- Rules
- Value
- Community
- Democratic
- Rights
- Responsibilities
- Impact
- Globally
- Influence

BEING ME IN MY WORLD

YEAR 1

- I can explain why my class is a happy and safe place to learn.
- I can give different examples where I or others make my class happy and safe.

YEAR 2

- I can explain why my behaviour can impact on other people in my class.
- I can compare my own and my friends' choices and can express why some choices are better than others.

YEAR 3

- I can explain how my behaviour can affect how others feel and behave.
- I can explain why it is important to have rules and how that helps me and others in my class learn.
- I can explain why it is important to feel valued

YEAR 4

- I can explain why being listened to and listening to others is important in my school community.
- I can explain why being democratic is important and can help me and others feel valued.

YEAR 5

- I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.
- I can explain how the actions of one person can affect another and can give examples of this from school. and a wider community

YEAR 6

- I can explain how my choices can have an impact on people in my immediate community and globally.
- I can empathise with others in my community and globally and explain how this can influence the choices I make.

PSHE PROGRESSION MAP



Vocabulary

- Difference
- Similarity
- Bullying
- Gender stereotype
- Friend
- Conflict
- Strategy
- Acceptance
- Direct/Indirect bullying
- Racism
- Discrimination
- Empathy

YEAR 1

- I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.
- I can explain what bullying is and how being bullied might make somebody feel.

YEAR 2

- I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.
- I can explain how it feels to have a friend and be a friend.
- I can explain why it is OK to be different from my friends.

CELEBRATING DIFFERNECE

YEAR 4

- I can tell you a time when my first impression of someone changed as I got to know them.
- I can explain why bullying might be difficult to spot and what to do about it if I'm not sure.
- I can explain why it is good to accept myself and others for who we are.

YEAR 3

- I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.
- I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.

YEAR 6

- I can explain ways in which difference can be a source of conflict or a cause for celebration.
- I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

YEAR 5

- I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.
- I can explain why racism and other forms of discrimination are unkind.
- I can express how I feel about discriminatory behaviour.

PSHE PROGRESSION MAP



Vocabulary

- Dream
- Goal
- Success
- Feelings
- Skills
- Complement
- Resilient
- Positive attitude
- Cultures
- Motivation

YEAR 1

- I can explain how I feel when I am successful and how this can be celebrated positively.
- I can say why my internal treasure chest is an important place to store positive feelings.

YEAR 2

- I can explain how I played my part in a group and the parts other people played to create an end product.
- I can explain how our skills complemented each other.
- I can explain how it felt to be part of a group and can identify a range of feelings about group work.

DREAMS and GOALS

YEAR 6

- I can explain different ways to work with others to help make the world a better place.
- I can explain what motivates me to make the world a better place.

YEAR 5

- I can compare my hopes and dreams with those of young people from different cultures.
- I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

YEAR 4

- I can plan and set new goals even after a disappointment.
- I can explain what it means to be resilient and to have a positive attitude.

YEAR 3

- I can explain the different ways that help me learn and what I need to do to improve.
- I am confident and positive when I share my success with others.
- I can explain how these feelings can be stored in my internal treasure chest and why this is important.

PSHE PROGRESSION MAP



Vocabulary

- Healthy
- Safe
- Medicine
- Unhealthy
- Strategies
- Emergency Services
- Anxious
- Peer pressure
- Substances
- (Eating) disorder
- Body image
- Misuse
- Respect
- Anti-social
- Stress

YEAR 1

- I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.
- I can give examples of when being healthy can help me feel happy.

YEAR 2

- I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.
- I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.

HEALTHY ME

YEAR 6

- I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.
- I can identify and apply skills to keep myself emotionally healthy and to manage stress

YEAR 5

- I can explain different roles that food and substances can play in people's lives.
- I can explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.
- I can summarise different ways that I respect and value my body.

YEAR 4

- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.
- I can identify feelings of anxiety and fear associated with peer pressure.

YEAR 3

- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.
- I can express how being anxious/ scared and unwell feels.

PSHE PROGRESSION MAP



Vocabulary

- Relationship
- Special
- Qualities
- Behaviour
- Appreciate
- Uncomfortable
- Influence
- Compare
- Technology
- Negotiate
- Strategies
- Risk
- Loss
- Grief

YEAR 1

- I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.
- I can explain how my qualities help these relationships.
- I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.

YEAR 2

- I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.
- I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.

YEAR 3

- I can explain how my life is influenced positively by people I know and also by people from other countries.
- I can explain why my choices might affect my family, friendships and people around the world who I don't know.

YEAR 4

- I can recognise how people are feeling when they miss a special person or animal.
- I can give ways that might help me manage my feelings when missing a special person or animal.

RELATIONSHIPS

YEAR 6

- I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
- I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.
- I can offer strategies to help me manage these feelings and situations.

YEAR 5

- I can compare different types of friendships and the feelings associated with them.
- I can explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
- I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

PSHE PROGRESSION MAP



Vocabulary

- Change
- Compare
- Correct language for body parts(penis, testicles, anus, vagina, vulva)
- Private
- Touch
- Choice
- Puberty
- Pregnancy
- Conception
- Emotions
- Teenager

YEAR 6

- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

YEAR 1

- I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.
- I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
- I can explain why some changes I might experience might feel better than others.

YEAR 2

- I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.
- I can explain why some types of touches feel OK and others don't.
- I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

CHANGING ME

YEAR 5

- I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
- I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

YEAR 4

- I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
- I can explain some of the choices I might make in the future and some of the choices that I have no control over.
- I can offer some suggestions about how I might manage my feelings when changes happen.

YEAR 3

- I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
- I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.